30672A

TOWER'S SERIES OF SCHOOL BOOKS

Gradual Primer.

The merits of this book consist, 1st, in *coupling letters* by their *resemblances* 2d. In giving only a *few letters* of the alphabet, before *words* are given, composed solely of *those few letters*. 3d. In giving only *one vowel* in a lesson, with *words* which contain the *name-sound* of that vowel. 4th. In considering the several powers of *each vowel* in a *separate* lesson, with easy words, and short, plain sentences, to illustrate *each individual power or sound* — thus *teaching only one thing at a time*. 5th. The diphthongs, or combined vowels, are taught in the same manner. 6th. Each consonant element is then considered by itself in a separate lesson, with easy words and sentences for exercise on its particular sound. 7th. Particular and specific *directions* are, *for the first time*, given to teachers, for *uttering each elementary sound* in the language 8th. More *general directions* or *suggestions* are also given for teachers.

Tables, peculiar to this series alone, are inserted for *daily practice* of classes, *simultaneously*, in all the simple elementary sounds.

These are the prominent features of this Primer, and are peculiar to it alone. The teacher, as well as the pupil, will, from its use, lay the foundation of a distinct articulation, and be saved from much expense of time and labor in *learning*. This is "the right step taken in the right place."

Introduction to the Gradual Reader.

The peculiarities of this book consist, 1st, in taking the pupil *gradually* through all the *easier consonant combinations* by a regular progressive exercise on each combination. 2d. Through all the *points*, or marks used by writers, illustrating each in a separate lesson. 3d. Through the simple slides of the voice, in the same manner. 4th. Progressive reading lessons, adapted to the progress of the pupil. The reading lessons are kept entirely distinct from the lessons in articulation, points, &c., that *only one thing* may be taught *at a time*, as in the Primer, which it is designed to follow. 5th. *Tables* for daily simultaneous practice of the elementary sounds, and simple combinations. This book is the second progressive step in attaining a distinct utterance and correct pronunciation. 6th. *Suggestions* to teachers for avoiding *errors* in reading.

Gradual Reader.

This book contains, 1st, such a selection of reading matter as will interest as well as instruct the learner, progressively suited to his capacity. 2d. A complete and original system of *articulation*, consisting of exercises upon every vowel and consonant *element*, and upon every vowel and consonant *combination* in the language, even the most difficult. This was the first ever published, and is the only complete system. 3d. *Tables* for simultaneous practice, by a whole school, on all the elementary sounds and their combinations. Since the publication of these exercises, in 1841, the subject of articulation has received much attention; and they are said to have done more, for both teacher and pupil, in making good readers, than any other book. The Gradual Reader was prepared, as stated in the preface, on the plan of *teaching only one thing at a time*, a plan peculiar to this book, unless copied by others. The *exercises* are kept *separate* from the *reading lessons*, that the whole school, *at once*, may be

daily drilled in some portion of them previous to reading; then the pupil's attention will not be continually called from the sentiment and expression of a piece, by constant interruption, to correct the articulation. The exercises in this book are full, to supply any deficiency in the elementary instruction of advanced pupils. (See printed notices of the book and system.)

These three books furnish complete and thorough instruction in articulation, the groundwork of all good reading. They will be followed by two more readers, each being a distinct step, as essential to good reading as is its basis, distinct utterance, furnishing a *complete* and *systematic series* for schools.

Gradual Speller.

This book is the first attempt to arrange words, in separate classes, by the constant combinations, thus aiding the memory on the principle of association. It is free from the *unmeaning cuts* which disfigure most books of the kind, and furnish a gratuitous supply of playthings to distract the attention. It is not cumbered with reading lessons, useless, because out of place. It contains an exercise on each consonant element, as well as each vowel element. It gives also an exercise on each consonant combination separately. No other spelling-book does. It gives the sound of each vowel in every word; without which, any spelling-book would be worse than useless in a school. The *sounds* of the *vowels* are indicated by a *new* method, so simple, that any child can readily master and use it. The same notation answers for the diphthongs, which is an advantage over any other plan. As each element, and each combination, is considered in a separate exercise, the book is a great collateral aid to *articulation*, while it gives the correct *pronunciation* in connection with teaching the *orthography* of the language.

Intellectual Algebra.

This is on a new and original plan, and is the first attempt so to simplify and illustrate this science that it may be taught *orally*. As a discipline of the mind, in teaching the pupil to *think* and *reason*, algebra is preëminent; and this work places it in the power of younger classes to be benefited by such mental exercises. Where it has been used, it has more than answered the high expectations of teachers. It can be very profitably studied in connection with written arithmetic. This Algebra has received the commendation of the most prominent educators of the day, and a few of their notices may be found printed in it. The operations are limited to such small numbers as not to embarrass the reasoning powers, but, on the inductive plan, to lead the pupil understandingly to high mental efforts. Teachers say that the author has done for algebra the same that Colburn did for arithmetic, when he published his "First Lessons."

The success of this book has been far beyond the most sanguine expectations of the publishers. Although it has been published but fifteen months, it has been adopted in the public schools of Boston, New York, Brooklyn, Baltimore, Charlestown, Salem, and many other cities of the Union; also, by several County Conventions of Superintendents and Teachers, and by a *very large* number of the best schools of the country. It has lately been recommended by the County Conventions of Superintendents and Teachers in Vermont.

It needs but to be examined, to be put into use in almost every school in the country.

A Complete Key to the Algebra.

This work contains Explanations and Solutions to all the questions in the Algebra, for the convenience of teachers, and for their use only.

NOTICES OF THE WORK.

CHARLESTOWN, *March* 29, 1847.

At a meeting of the Trustees of the Charlestown Free Schools, this evening, it was voted,

That the new Grammar, called "Gradual Lessons in Grammar," by David B. Tower, be used as a text-book in our schools.

JONATHAN BROWN, JR., *Sec.*

SOUTH READING, *April* 7, 1847.

At a meeting of the School Committee of South Reading, it was voted to adopt Tower's "Gradual Lessons in Grammar," into the public schools, as a text-book. LILLEY EATON, *Chairman.*

From Prof. Wines, Principal of the celebrated Oaklands School, near Burlington, New Jersey.

"D. B. TOWER, ESQ.:

"Dear Sir, — I have examined the "Gradual Lessons in Grammar," and feel no hesitation in expressing the opinion, that it is THE BOOK for the thorough and philosophical study of the English language. The great principle on which your Grammar is based, — that of analysis, from the start, — is one of vital importance. Its efficacy, as a means of mental discipline, the attractiveness and interest it imparts to the study of language, and the important and permanent results, in respect of knowledge and intellectual power, which it yields, have been fully tested by me in a long course of experience. I rejoice to see the principle developed, in a clear and practical manner, in an elementary work on English Grammar. So far as I know, it is the first attempt of the kind that has been made, and I hope it will meet with the success it so well deserves. I shall introduce your Grammar, immediately, into my own school.

"Very respectfully and faithfully yours,

"*April* 13, 1847. E. C. WINES"

Rev. J. J. Owen, Principal of the Cornelius Institute, New York, whose CLASSICAL SERIES places him among our first Greek scholars, writes to the author of "Gradual Lessons in Grammar," dated April 26th, 1847:

"I am exceedingly well pleased with your Grammar. I think it is just the thing. I have been surprised that the multitude of teachers — and able teachers, too — with which our country abounds, should have been willing so long to pursue the dry, unintelligible, and unphilosophical mode of presenting the phenomena of our language to the youthful mind. I am confident that your little book will obtain the approbation of all who examine it, and will fill a niche which, I believe, is not occupied by any other work."

Extract from a letter to the Publishers, enclosing orders for the Grammar, from Daniel Foster, Esq., Principal of the Hopkinton High School.

"I want to form a class of beginners in Grammar. I like Tower's Gradual Lessons in Grammar,' for such a class, better than any thing have ever examined." ***

NOTICES OF THE WORK.

From Daniel Foster, Principal of Hopkinton High School.

"Dear Sir, — I introduced the 'Gradual Lessons in Grammar' into my school last spring, and after using it eight weeks with a class of beginners, I have no hesitation in saying that I consider it superior to any elementary treatise in use in our country.

"It occupies, in grammar, the place that Colburn's 'First Lessons' does in Arithmetic. It analyzes the language, and fixes in the mind of the scholar the *principles* of Grammar, which, when understood, enable any one to use correctly and fluently our terse and powerful Saxon tongue.

"I predict that it will usher into our schools a new system of studying grammar, and will make this branch as interesting and improving, as it has been hitherto dull and useless.

"I wish it all success; and I doubt not it will soon be found in all our public and private schools.

"HOPKINTON, *June* 7, 1847."

W. R. Ellis, Esq., Principal of a High School in Kingston, ordering more of Tower's Grammars, writes, — "This is an admirable work; I am much pleased with it, and shall have every scholar in my school use it."

"To W. J. REYNOLDS & Co.

"Gentlemen: — I have examined Tower's 'Gradual Lessons in Grammar,' published by you; and I have no hesitation in saying that I am exceedingly well pleased with its plan, and I should be happy to see it generally introduced into our public schools.

"H. B. MAGLATHLIN, A. M.
"*Principal of Waterville Liberal Institute*

"WATERVILLE, Me., *May* 7, 1847."

The following is from one of our most successful Teachers, the experienced Principal of the Young Ladies School in Park Street.

"MR. TOWER: BOSTON, *June* 21, 1847.

"Dear Sir, — A pretty thorough examination, and some practical experience in the use of your 'Gradual Lessons in English Grammar,' have satisfied me that it is a valuable addition to our list of school-books.

"The plan you adopted in the execution of the work is rational and philosophical, and calculated to give to the pupil a much better knowledge of the language than any other elementary work with which I am acquainted; and, indeed, the plan, as a whole, is so different from that of any other Grammar in our language, that I do not see why it may not be profitably studied in connection with other Grammars now in use, as the ground it covers has hitherto been almost wholly neglected, or, at least, not systematically improved. GEO. EATON."

The Publishers have been gratified by the glad welcome universally given to these "Lessons in Grammar." Teachers say that this Grammar opens a NEW PATH to the pupil, enabling him not only to pursue this hitherto dry study understandingly, but with interest and pleasure. It is said that these "Lessons" will produce as great a change in the method of teaching grammar, as Colburn's "First Lessons" did in arithmetic, or as Tower's "Oral Lessons" produced in the study of algebra.

GRADUAL LESSONS

IN

GRAMMAR;

OR,

GUIDE TO THE CONSTRUCTION

OF THE

ENGLISH LANGUAGE,

BY THE

ANALYSIS AND COMPOSITION OF SENTENCES

By DAVID B. TOWER, A. M.,

AUTHOR OF "INTELLECTUAL ALGEBRA, OR ORAL LESSONS IN ALGEBRA FOR COMMON SCHOOLS;" "GRADUAL PRIMER;" "INTRODUCTION TO GRADUAL READER, OR PRIMARY SCHOOL ENUNCIATOR, PART II.;" "GRADUAL READER;" AND "GRADUAL SPELLER."

NEW YORK:
PUBLISHED BY DANIEL BURGESS & CO.,
(LATE CADY & BURGESS).
1854.

Entered according to Act of Congress, in the year 1846,
By David B. Towes,
In the Clerk's Office of the District Court of Massachusetts.

STEREOTYPED AT THE
BOSTON TYPE AND STEREOTYPE FOUNDRY

PREFACE.

When a child begins to read sentences, he should begin to learn how these sentences are formed, and for what purpose each word is used; otherwise he only utters words without perceiving the meaning of what he reads, and forms the habit of uttering sounds irrespective of ideas.

To read understandingly, he should know the particular force of each word in the sentence in which it is found; that is, how it modifies the idea expressed by the general proposition. He should know the *subject* and the *predicate* of each sentence, the several modifying or limiting words, and in what respect they affect the meaning. The study of language, when thus presented as the medium of *thought*, seldom fails to interest the pupil. To find the *principal parts* of a sentence, and to discover how each part is limited or modified by the different words that cluster around it, and how the meaning of the part or of the whole is affected thereby, is an effort of the understanding, which is as grateful as it is useful to the learner.

The pupil should first construct a simple sentence, consisting only of a subject and predicate; then introduce the several classes of limiting words, one at a time, till he is familiar with all, and with their relations to the words they limit. Next, let him construct compound sentences, till the connection or dependence of clauses is rightly understood, with their limiting or modifying power. Thus, he will become acquainted with the *fact*, unencumbered by *technical* terms. He will learn the dependences of words and clauses; and his mind will be strongly exercised on these great and prominent features of thought, without being bewildered by the intricacies of the minor distinctions which are involved in these relations.

The pupil should thus analyze and construct sentences, and should be made to understand the relations of the several parts, whether words or clauses, and comprehend the limiting force of each, before

the distinctions of mode and tense in verbs, and of person and case in nouns, can be rendered clear and intelligible.

The method of instruction is undergoing a change in this respect, and many of our best teachers are disposed to adopt a more rational and philosophical system. For the aid of such, — that they may the better carry out their wholesome intentions, by a text-book suited to the purpose, — this work has been prepared. It has been long tested in the Author's school, and has been tried by other teachers with a success that they did not anticipate. The plan has been submitted to the examination of school committees, teachers, and other literary gentlemen interested in education, and their decided approval has encouraged the author to publish it, with the hope that it will be acceptable to teachers generally, and be found useful in leading the young to *think*, and to learn *understandingly*.

The plan is somewhat analogous to that pursued in the best German schools, though greatly modified; but it does not alter the established nomenclature of our grammars. Innovations are often made, to introduce some peculiarity of doubtful tendency, but so magnified in importance in the author's eyes, as to overshadow the subject, to the exclusion of just and rational views. In this work no such innovations are made; but the Author claims to have presented the subject in a more natural and reasonable manner, unencumbered by technicalities which the pupil cannot understand.

A larger Grammar, on the same plan, carried out more fully for the use of advanced scholars, is in course of preparation. It will embrace subjects purposely omitted in this work, and a practical system of punctuation, based on this method of analysis and construction.

This book is commended to the use of those who undertake the study of grammar without the aid of a teacher, as offering facilities that can hardly fail to insure interest and success in the study.

Boston, Park Street, *December*, 1845.

TO TEACHERS.

The "Tables" in the "Gradual Lessons" contain an abstract of the principles developed in the several sections, and should therefore be committed to memory *No other part* need be committed, it being intended to exercise the *understanding*, rather than the *memory*.

The age and mental developement of the pupil, will decide, whether the "Sequel" would be more profitably studied, while going through the Exercises in the "Gradual Lessons," or while reviewing them. This is properly left to the discretion of the Teacher.

GRADUAL LESSONS

IN

ENGLISH GRAMMAR.

---

§ 1. A KNOWLEDGE of grammar enables us to speak and write correctly.

REMARK 1. The first step is taken, in grammar, when we learn, in the spelling book, the names and powers of letters singly and in syllables, and the method of representing words by their proper letters.

REM. 2. The second step is the classification of words, according to the several purposes which they serve in a sentence.

§ 2. Words used as names are called NOUNS.

REMARK 1. They may be names of persons; as, *Charles, woman, John Smith, child;* — or names of places; as, *Boston, Medford, Vermont, Europe;* — or names of things; as, *book, house, horse, ship;* — or names of things of which we can only have an idea; as, *goodness, truth, wisdom.*

REM. 2. Names of *particular* persons and places should begin with a capital letter.

EXERCISES.

Let the pupil tell which of the following nouns are names of persons, places, &c.

Baltimore,	money,	art,	goodness,
wisdom,	snow,	tree,	glory,
manner,	Mary,	truth,	accent,
William,	sound,	fire,	stage,

New York,
Henry B. Adams,
George Harrison Otis.

NOTE. The pupil should be required to give twenty examples of nouns, telling of what kind they are; also to point out nouns in his reading book till he is familiar with this class of words.

§ 3. A word used to express existence or action is called a VERB; as, *is*, *was*, *eats*, *loves*, *is loved*, *has been loved*, *exists*.

EXERCISES.

Let the pupil point out the verbs expressing existence, and those expressing action.

am,	play,	desire,	stand,
ride,	walk,	believe,	sit,
give,	live,	exist,	begin,

will talk, might have been,
could have been loved.

NOTE. Give ten examples, and point out others in the reading book.

§ 4. Words combined in sentences are used to express our ideas.

§ 5. The principal parts of a sentence are the SUBJECT, which is the *name* of the person or thing spoken of; and the PREDICATE, which expresses what *is said* of the subject; as in the following proposition: —

EXAMPLE.

Boys study.

In this sentence, the *noun* "boys" is the subject, because it denotes the persons of whom something is said; and the *verb* "study" is the predicate, because it denotes what *is said* of the *subject*, "boys."

EXERCISES.

Analyze the following sentences, telling *why* any word is a *noun*, and of what kind it is; or *why* it is a *verb*, and whether it expresses existence or action; which is the *subject*, and *why;* the *predicate*, and *why*.

William walks.	Charles learns.
Men die.	Birds fly.
Man exists.	Virtue will be rewarded
Children are taught.	Time was.
Duty exists.	Diamonds sparkle.

REMARK. A proposition may be stated in the form of a question; as, "Does William walk?" "Will virtue be rewarded?"

NOTE. Construct five sentences, and analyze them as in the example.

§ 6. Nouns may be modified in various ways, directly and indirectly.

§ 7. An ADJECTIVE is a word which directly limits or modifies a noun.

REMARK 1. This class embraces the usual words that directly modify nouns, except names.

REM. 2. Three of these limiting words, *a*, *an*, and *the*, are called ARTICLES.

EXAMPLE.

Good boys study.

In the sentence "Boys study," "boys" is a *noun*, because it is a name; it is the *subject*, because it denotes the persons spoken of. "Study" is a *verb*, because it expresses action, and is the *predicate*, because it denotes what *is said* of the subject.

The proposition is now general, and may be applied to *all* boys. But in the sentence "*Good* boys study," it is limited to a *particular class* of boys; hence, "good" is an *adjective*, because it directly limits the noun "boys;" and the subject, thus limited, is called the MODIFIED SUBJECT.

EXERCISES.

Analyze the following sentences, as above, and state each proposition in the form of a question: —

Industrious men work. Good men may be found.
Idle boys play. Dutiful scholars study.
Bad men are punished. Good people are rewarded
Beautiful flowers will wither.
Little children will grow.

QUESTIONS.

In the first exercise, what is the noun? Why?[a]
What is the verb? Why?[b]
What word directly limits the noun?
What is the limiting word called?[c]
What is the subject? Why?[d]
What is the modified subject?
What is the predicate? Why?[d]

NOTE 1. Construct five sentences, in which the subject is limited by an adjective, and analyze as above.

NOTE 2. The pupil should be required to point out adjectives in his reading book, till he is perfectly familiar with this class of words.

§ 8. Verbs also may be directly and in directly modified or limited.

§ 9. An ADVERB is a word which directly modifies or limits a verb.

REMARK. This class embraces the usual words that directly modify verbs, except names.

EXAMPLE.

The man talked foolishly.

In the sentence "Man talked," "man" is a *noun*, because it is a name; it is the *subject*, because it denotes the person spoken of. "Talked" is a *verb*, because it expresses action; and is the *predicate*, because it denotes what is said of the subject.

The proposition is now general. But in the sentence "*The* man talked," it is limited to a particular man by the *article*, "the;" and the phrase "the man" is the modified subject.

---

[a] § 2. [b] § 3. [c] § 7. [d] § 5.

In the sentence "The man talked *foolishly*," the predicate also is limited by the *adverb* "foolishly;" and the phrase "talked foolishly" is called the MODIFIED PREDICATE.

EXERCISES.

Analyze the following sentences, as above; remembering hereafter to state each in the form of a question.

The horse ran swiftly.

Good boys behave well. Cold water runs freely.

Rich men should give liberally.

Wise men decide carefully.

Sometimes boys act foolishly.

Now John studies diligently.

Mother will soon be here.

QUESTIONS.

In the first exercise, what is the subject? Why?[a]
What is the predicate? Why?[a]
What word directly limits the subject?
What is it called?[b]
What word directly limits the predicate?
What is this limiting word called?
What is the modified subject?
What is the modified predicate?

NOTE. Construct five sentences, each containing a modified subject and predicate, as above. Also point out adverbs in the reading book till familiar with this class of words

§ 10. Nouns are directly modified or limited by other nouns used to explain or describe them, denoting the same person or thing.

---

[a] § 5. [b] § 7, R. 2.

EXAMPLE.

William, the blacksmith, has arrived.

In the sentence "William has arrived," the *noun* "William" is the subject,[a] and the *verb* "has arrived" is the predicate.[a] The proposition is now *general*, and may refer to any person of that name.

But in the above example, the *noun* "William" is limited to a particular person of the name, by the *noun* "blacksmith," here used in explanation.

The *noun* "blacksmith" is also limited by the *article* "the;" and the phrase "William, the blacksmith," is the *modified subject.*

EXERCISES.

Cicero, the orator, was admired.
Elijah, the prophet, was translated.
Solomon, the king, reigned then.
Stephen, the martyr, was stoned.
Howard, the distinguished philanthropist, was universally loved.

QUESTIONS.

Why are "Cicero" and "orator" nouns?[b]
What is the *subject* in the first sentence? Why?[a]
By what is the subject limited?
What is limited by the *article* "the"?
Why is "was admired" a verb?[c]
Why is it the *predicate*?[a]
What is the *modified subject*?
Is the predicate modified?

NOTE. Construct and analyze two sentences similar to the above.

---

[a] § 5. [b] § 2. [c] § 3.

§ 11. Some verbs are directly modified by a noun denoting the same person or thing as the subject.

EXAMPLE.

Honesty is the best policy.

Here the *noun* "honesty"[a] is the subject,[b] which has the *verb* "is"[c] for its predicate.[b]

The predicate is directly modified by the *noun* "policy," which is itself directly limited by the *adjective* "best,"[d] and the *article* "the."[e]

Thus the *phrase* "is the best policy" becomes the *modified predicate.*

EXERCISES.

Is Howard called the great philanthropist?

Virgil was a Latin poet.

The boys are good scholars.

The child will be named John.

Was Milton a great English poet?

Anna has been a good girl.

Are all birds good songsters?

Bacon was esteemed a profound philosopher.

QUESTIONS.

In the first sentence, what words are nouns? Why?[a]
What is the subject? Why?[b]
What is the verb in this sentence? Why?[c]
What is the predicate? Why?[b]
By what is the predicate limited?
By what two words is the *noun in the predicate* limited?
What is each called?[d & e]

---

[a] § 2. [b] § 5. [c] § 3. [d] § 7. [e] § 7, R. 2.

What is the *modified predicate*?
Is the subject modified?

NOTE. Construct and analyze four sentences similar to the above.

§ 12. A noun may be directly modified or limited by another noun denoting the owner or possessor.

EXAMPLE.

Edward's book has been badly used.

In the sentence "A book has been used," the *noun* "book" is the subject, and the *verb* "has been used" is the predicate. Here, the proposition being *general*, it may refer to any person's book and any kind of usage.

But in the above example, the *noun* "book" is limited to a *particular* person by the *noun* "Edward's," denoting the *owner* of the book; and the *verb* "has been used" is modified by the *adverb* "badly," denoting the *manner* in which the book has been used.

Hence, "Edward's book" is the modified subject, and "has been badly used" is the modified predicate.

EXERCISES.

The president's message will soon be received.
Has William's father returned?
Virtue's reward is a quiet conscience.
The king's son visited the boy's father.
Should not George's parents rejoice?
A friend's infirmities should be borne patiently
Charles was William's classmate.

QUESTIONS.

In the first exercise, what is the subject?[a]
What is the predicate?[a]
How is the proposition stated?[b]
What word denotes the possessor?
By what is the subject limited?
What is the modified subject?[c]
Is the predicate modified?

NOTE. Construct and analyze several sentences as above

§ 13. Some verbs are directly modified by an object which limits the action originating in the subject.

EXAMPLE.

Men worship God.

Here the *noun* "men" is the subject whence the action originates; the *verb* "worship," the predicate, expressing the action; and the *noun* "God," the *object*, which directly limits the action of the *verb*. Hence "worship God" is the modified predicate.

EXERCISES.

Charles struck the ball.
The pupil should study the lesson.
William's father bought a fine house.
Has George read Anna's new book?
The man purchased ten apples.
Did the wheel hurt the boy much?
A friend should bear a friend's infirmities.

---

[a] § 5. [b] § 5, R. [c] § 7, Example

QUESTIONS.

What words are nouns in the first exercise?
What is the subject? Why?
What is the predicate? Why?
What object limits the action of the verb?
By what is the object limited? [a]
What is the *phrase* "struck the ball" called? [b]
Is the subject modified?

NOTE. Construct and analyze several sentences similar to the above examples.

§ 14. A noun may be indirectly modified or limited by another noun, connected with it by a word usually placed before it, and hence called a PREPOSITION.[c]

EXAMPLE.

Men of sense sometimes differ widely.

In the *general* proposition "Men differ," the *noun* "men" is the subject, and the *verb* "differ" is the predicate. But in the above example, the subject is indirectly limited to a *particular class* of men by the *noun* "sense," connected with it by the *preposition* "of;" and the *phrase* "Men of sense" is the modified subject.

The predicate is directly limited by the *adverbs* "sometimes" and "widely," denoting *how often* and *how much* men differ.

Hence "sometimes differ widely" is the modified predicate.

---

[a] § 7, R. 2. [b] § 9, Example.
[c] See Table of Connectives, § 32, p. 41.

EXERCISES.

A noise from the street alarmed the inmates.
A lecture on history may be expected.
Did the pupils obey the directions of the teacher?
Temperance is the best preserver of health.
Hope is the balm of life.
Attention to business is security against want.
The company of profane persons should be carefully avoided.

QUESTIONS.

In the first exercise, what are the nouns?
What is the subject? Why?
What word directly limits the subject?
What is it called? [a]
By what is the subject indirectly limited?
What preposition connects the limiting noun to the subject?
By what is the limiting noun itself directly limited? [a]
What five words constitute the modified subject?
What is the predicate? Why?
What object directly limits the action of the verb? [b]
By what is the limiting noun, which is the object of the verb, itself limited?
What is the modified predicate?

NOTE. Construct and analyze several sentences as in the above example.

§ 15. A verb may be indirectly modified or limited by a noun connected with it by a preposition.

---

[a] § 7, R. 2. [b] § 13.

EXAMPLE.

John went to Boston.

In the proposition "John went," the *noun* "John" is the subject, and the *verb* "went" is the predicate; and the action expressed by the verb is not limited to any direction or place.

But, in the above example, the action of the verb is limited to a *particular* place by the *noun* "Boston," and the limiting noun is connected with the *verb* "went" by the *preposition* "to."

Hence the *phrase* "went to Boston" is the modified predicate.

EXERCISES.

Charles found a knife in the street.
The girls gathered flowers in the garden.
George has written a long letter to Anna.
Men gain fortunes by diligence.
The boy has been sent to school.
Charles has returned from Baltimore.
William brought the book from England.
Industry contends successfully against poverty

QUESTIONS.

In the first exercise, what are the nouns?
What is the subject? Why?
What is the predicate? Why?
What object directly limits the action of the verb?[a]
By what noun is the verb indirectly limited?
What connects this limiting noun with the verb?
What is the connecting word called?[b]

---

[a] § 13. [b] § 14

By what is this limiting noun itself limited?[a]

What limits the noun which is the direct object of the verb?

What words constitute the modified predicate?

Is the subject modified?

NOTE. Construct and analyze several sentences, as in the above example.

§ 16. A noun may be indirectly modified or limited by a verb connected with it by the *preposition* "to."

EXAMPLE.

A desire to excel leads to eminence.

In the proposition "A desire leads to eminence," the *noun* "desire" is the subject, and the *verb* "leads" is the predicate, which is indirectly limited by the *noun* "eminence," connected with it by the *preposition* "to"; and the *phrase* "leads to eminence" is the modified predicate. Here no particular desire is specified.

But, in the above example, the *noun* "desire" is indirectly limited by the *verb* "excel," connected with it by the *preposition* "to"; and the proposition is now limited to a desire for *excellence*. Thus, "A desire to excel" is the modified subject.

EXERCISES.

Idle boys make no attempt to improve.

A firm resolve to persevere will be crowned with success.

The wish to obtain wealth is a strong inducement to action.

---

[a] § 7, R. 2.

A disposition to quarrel makes trouble.
The girl does not lack ability to understand.
Men seldom find time to play.

QUESTIONS.

In the first exercise, what words are nouns?
What is the subject?
What word directly modifies the subject?
What is the modified subject?
What is the predicate?
By what object is the predicate limited?[a]
Is the limitation direct or indirect?[a]
What noun does the *adjective* "no" directly limit?
By what is the limiting noun indirectly limited?
What word connects the verb with the noun which it limits?
What is the modified predicate?[b]
What are the *limiting* words in this sentence?
How many connectives are there?
What are they?

NOTE. Construct and analyze several sentences, as above.

§ 17. A verb may be indirectly modified or limited by another verb connected with it by the *preposition* "to."

EXAMPLE.

Engines are used to extinguish fires.

In the unlimited proposition "Engines are used," the *noun* "engines" is the subject, and the *verb* "are used" is the predicate. But, in the above example, the use of engines is limited to a particular purpose by the *verb* "extinguish." The limiting verb

[a] § 13. [b] § 9, Example

is connected with the predicate by the *preposition* "to," and is itself directly limited by the *noun* "fires," which is the object of the action expressed by it. Hence "are used to extinguish fires" is the modified predicate.

EXERCISES.

Henry has gone to Boston to obtain a situation.
Soldiers are compelled to fight.
The crew were obliged to swim.
Does the murderer expect to escape?
Men of integrity intend to deal justly.
The man consented to leave the place.
Father wishes to borrow the newspaper.

QUESTIONS.

What is the subject in the first exercise?
Is the subject modified?
What is the predicate?
By what *noun* is the predicate modified? [a]
What verb indirectly modifies the predicate?
By what is the limiting verb directly modified? [b]
What are the limiting words in the sentence?
What is the modified predicate?
What word limits the *direction* of the action expressed by the *verb* "has gone"?
What word expresses the purpose of the action?

NOTE. Construct and analyze several sentences, as above.

§ 18. The following recapitulation of principles already illustrated, exhibits a concise view of the different methods in

[a] § 15 [b] § 13

which the noun and verb may be limited; and attention should be specially directed to the perfect symmetry and correspondence existing between the two principal parts of a sentence, in regard to the modifications of which they are susceptible.

TABLE I.

Direct Modifications.

NOUN,		VERB,	
by	an *adjective*; [a]	by	an *adverb*; [b]
	a *noun* denoting the same person or thing as itself; [c]		a *noun* denoting the same person or thing as the subject; [d]
	a *noun* denoting the possessor or owner. [e]		a *noun* denoting the direct object of its action. [f]

Indirect Modifications.

NOUN,		VERB,	
by	a *noun* connected with it by a preposition; [g]	by	a *noun* connected with it by a preposition; [h]
	a *verb* connected by the preposition "to." [i]		a *verb* connected by the preposition "to." [j]

[a] § 7. [b] § 9. [c] § 10. [d] § 11. [e] § 12. [f] § 13. [g] § 14. [h] § 15. [i] § 16. [j] § 17.

QUESTIONS.

By what may a noun be directly modified?
By what may a verb be directly modified?
By what may a noun be indirectly modified?
By what may a verb be indirectly modified?

§ 19. The limiting classes of words, called *adjectives* and *adverbs*, may be modified in various ways, directly and indirectly.

§ 20. Adjectives may be directly modified or limited by adverbs.

EXAMPLE.

Very good boys study well.

In the sentence "Good boys study well," the *noun* "boys" is the subject, and is directly limited by the *adjective* "good." "Study" is the predicate, and is directly limited by the *adverb* "well"; thus "study well" is the modified predicate.

But the proposition is susceptible of still farther limitation; for, in the above example, the class of boys is limited to those who possess a superior degree of goodness, by the *adverb* "very," which directly modifies the *adjective* "good."

Hence the phrase "very good boys" is the modified subject.

EXERCISES.

The man owed an exceedingly large amount.
The address was intensely interesting.

Highly important measures will be brought forward.

William writes a tolerably good hand.

George's copy is written in an unusually careless manner.

An incalculably large sum has been expended in the prosecution of the war.

QUESTIONS.

In the first exercise, what are the nouns? [a]

What is the verb? [b]

What are the articles? [c]

What is the adjective? [d]

What is the adverb?

What does the adverb limit? [e]

In what respect does it modify the word which it limits?

NOTE. Construct and analyze several sentences, as above.

§ 21. Adverbs may be directly modified or limited by other adverbs.

EXAMPLE.

Good boys study very faithfully.

In the sentence "Good boys study faithfully," the *adjective* "good" directly limits the *noun* "boys"; and the phrase "good boys" is the modified subject. The *verb* "study" is the predicate, and is directly modified by the *adverb* "faithfully."

But the above proposition is still farther limited; for a higher *degree* of faithfulness is predicated of the boys, by the *adverb* "very," which directly limits the *adverb* "faithfully."

---

[a] § 2. [b] § 3. [c] § 7, R. 2. [d] § 7. [e] § 9

Hence "study very faithfully" is the modified predicate.

EXERCISES.

The boy has lately behaved much better.
The copy was written exceedingly well.
The pupil should study most diligently.
Was not the work done too carelessly?
The boy behaved not less foolishly.
The man was very easily frightened

QUESTIONS.

To what class does each word in the first exercise belong?
By what two words is the predicate directly limited?
By what is the *adverb* "better" limited?
In what respect does "lately" limit the proposition?
In what respect does "better" limit the proposition?
What is the modified predicate?

NOTE. Construct and analyze several sentences, as above.

§ 22. An adjective may be indirectly modified or limited by a noun connected with it by a preposition.

EXAMPLE.

The master found the pupil adequate to the task.

Here the *noun* "master" is the *subject*, and is directly limited by the *article* "the." The *verb* "found" is the predicate, and is directly limited by the *noun* "pupil," which is the object of its action, and which is itself directly limited by the *article* "the" and the *adjective* "adequate."

The *noun* "task," connected with the *adjective* "adequate" by the *preposition* "to," indirectly limits the competency of the pupil to some one thing; and the *article* "the" limits the *noun* "task" to a *particular* thing.

Hence the *phrase* "found the pupil adequate to the task" is the modified predicate.

EXERCISES.

Eager for improvement, the boy studied diligently.

Charles is a boy worthy of confidence.

Glad of the opportunity, John mounted the horse.

Desirous of promotion, the man persisted in the attempt.

William continued the operation, heedless of consequences.

QUESTIONS.

What is the subject, in the first exercise?
What is the predicate?
What adjective limits the subject?
By what is the adjective limited?
Is the limitation direct or indirect?
What word connects the noun with the adjective?

NOTE. Construct several sentences, and analyze, as above.

§ 23. An adverb may sometimes be indirectly modified or limited by a noun connected with it by a preposition.

EXAMPLE.

The just man always acts consistently with conscience.

Here the *subject* "man" is directly limited by the *adjective* "just" and the *article* "the"; hence "the just man" is the modified subject.

The *predicate* "acts" is directly limited by the *adverbs* "always" and "consistently"; and the proposition, "The just man always acts consistently," is farther modified by the *noun* "conscience," which indirectly limits the *adverb* "consistently," showing with *what* his acts are consistent. Thus "always acts consistently with conscience" is the modified predicate.

EXERCISES.

Men should live agreeably to the dictates of reason.

The cars ran fast enough for safety.

The horse travels too slowly for the purpose.

William studies too diligently for health.

The man came too late for reconciliation.

QUESTIONS.

In the first exercise, by what is the predicate directly limited? [a]

By what is the adverb indirectly limited?

What connects the noun with the adverb which it limits?

By what is the limiting noun indirectly limited? [b]

By what is it directly limited? [c]

NOTE. Construct a few sentences, and analyze.

---

[a] § 9. [b] § 14. [c] § 7, R. 2.

§ 24. An adjective may be indirectly modified or limited by a verb connected with it by the preposition "to."

EXAMPLE.

William soon found a boy ready to play.

Here "William" is the subject, and "found" the predicate. The *verb* "found" is directly modified by the *adverb* "soon," which limits the proposition with regard to *time;* and by the *noun* "boy," which denotes the direct object of its action. "Boy" is directly limited by the *article* "a" and the *adjective* "ready."

"Ready" is itself indirectly limited by the *verb* "play," denoting the *purpose* for which he was ready.

Hence the *phrase,* "soon found a boy ready to play," is the modified predicate.

EXERCISES.

The man, now able to stand, walked off.

Eager to improve, the boy studied diligently.

Desirous to succeed, the man persevered.

Is the girl anxious to excel?

Too old to learn, the man remained in ignorance.

A man, impatient to acquire wealth, is always harassed.

Too wayward to listen to the advice of friends, the man persisted in a course of folly.

Unable to work, the man depended on charity.

QUESTIONS.

In the first exercise, by what adjective is the *noun* "man directly limited?

What other word directly limits "man"?

What word directly limits the adjective?

In what respect does it limit it?

By what is the adjective indirectly limited?

By what is the limiting verb connected with the adjective?

What is the modified subject?

By what word is the predicate directly limited?

To what class does it belong?

What is the modified predicate?

NOTE. Construct several sentences, as above.

§ 25. An adverb may be indirectly modified or limited by a verb connected with it by the preposition "to."

EXAMPLE.

The man was running too rapidly to stop.

Here "man" is the subject, and "was running" the predicate. The subject is directly modified by the *article* "the," limiting the proposition to a *particular* man. Hence "the man" is the modified subject. The *verb* "was running" is directly limited by the *adverb* "rapidly," denoting the *rate* at which he was running; and this adverb is itself directly limited by the *adverb* "too," expressing more definitely the *degree* of rapidity. The *adverb* "rapidly" is indirectly modified by the *verb* "stop," indicating a *purpose* for which he was running *too rapidly*. Hence "was running too rapidly to stop" is the modified predicate.

EXERCISES.

Charles drove fast enough to hurt the horse.
Is the soldier wounded too severely to recover?
The boy pursues the object too carelessly to succeed.
The orator spoke too eloquently to fail in the object.
Men sometimes do not persevere long enough to succeed.
The soldiers fought too bravely to be defeated.
The teacher considered the boy old enough to behave with propriety.

QUESTIONS.

By what is the predicate directly limited, in the first exercise? [a]
By what is the *adverb* "fast" directly limited? [b]
What word indirectly limits the *adverb* "enough"?
By what word is it connected with the adverb?
What word directly limits the *verb* "hurt"? [c]
Is the subject modified?
What is the modified predicate?

NOTE. Construct several sentences, as above.

§ 26. The following table exhibits a connected view of the correspondence between the limiting classes of words, called *adjectives* and *adverbs*, in respect to the various modifications of which they are susceptible, as already illustrated.

[a] § 9. [b] § 21. [c] § 13.

TABLE II.

Direct Modifications.

ADJECTIVE,	ADVERB,
by an *adverb.*[a]	by an *adverb.*[b]

Indirect Modifications.

ADJECTIVE,	ADVERB,
by { a *noun* connected with it by a preposition;[c]	by { a *noun* connected with it by a preposition;[d]
a *verb* connected by the preposition "to."[e]	a *verb* connected by the preposition "to."[f]

QUESTIONS.

By what can an adjective be directly modified?
By what can an adverb be directly modified?
How may an adjective be indirectly modified?
How may an adverb be indirectly modified?

§ 27. When the same is asserted of two or more persons or things, the predicate is not repeated; but the subjects are joined together by a class of connectives called CONJUNCTIONS.[g]

EXAMPLE.

John and James went to Boston.

Here the same thing is asserted of two persons, John and James; but, to save unnecessary repetition,

[a] § 20. [b] § 21. [c] § 22. [d] § 23 [e] § 24. [f] § 25.
[g] See Table of Connectives, § 32, page 41.

the two nouns are connected by the *conjunction* "and," and placed before the modified predicate "went to Boston."

The two subjects, thus connected, constitute a COMPOUND SUBJECT.

EXERCISES.

An old man and a boy attempted to cross the river.

The man and the horse were seen from the top of the hill.

Charles and Anna have gone to school.

Did William and Samuel arrive in season to see the play?

Will the governor and the council meet soon?

A gentleman and lady can be accommodated with board.

QUESTIONS.

In the first exercise, of how many persons is the same thing asserted?

Is the predicate repeated?

What two nouns constitute the compound subject?

What word connects them together?

What is the connecting word called?

What two words directly limit the *noun* "man"?

To what classes do the limiting words belong?[a]

What word directly limits the *noun* "boy"?

What verb indirectly limits the predicate?[b]

What is the word called, that connects it with the predicate?

What is the object of the action expressed by the *verb* "cross"?[c]

Does it directly or indirectly limit "cross"?[c]

---

[a] § 7, and 7, R. 2. [b] § 17 [c] § 13

What does the *article* "the" limit?
What is the modified predicate?

NOTE. Construct several sentences, as above.

§ 28. When two or more things are said of the same person or thing, the subject is seldom repeated, but the predicates are joined together by a conjunction.

EXAMPLE.

Charles reads and writes.

Here two different things are asserted of the same person, Charles; namely, "Charles reads, — Charles writes." But, to save unnecessary repetition, the two predicates are connected by the *conjunction* "and," and placed after the subject, "Charles."

The two predicates, thus connected, constitute a COMPOUND PREDICATE.

EXERCISES.

William went to Boston, and sold a horse there.
The man returned, but brought back no money.
The children gathered flowers, and made a nosegay.
The stranger's horse ran away, and upset the carriage.
The man went to Texas, and never returned.
Warren saw the boy, but said nothing of the matter.

QUESTIONS.

In the first exercise, how many things are asserted of William?

What is the first predicate? The second?

Why is not the subject placed before each?

What is the word that connects the two predicates, called?

What do the predicates, thus connected, constitute?

Is the first predicate directly or indirectly limited? [a]

What connects the *noun* "Boston" with the *verb* "went"?

What is the object of the action expressed by the *verb* "sold"? [b]

What word limits that object? [c]

In what respect does the *adverb* "there" limit "sold"?

NOTE. Construct several sentences, as above.

§ 29. When any thing is asserted of *some one* of several persons or things, the subject is compound, and the parts are connected by a conjunction.

EXAMPLE.

John or William will go to Boston.

Here it is asserted that *one* of two persons "will go to Boston," without stating *definitely* which. The nouns, therefore, denoting the persons, one of whom will go to Boston, are connected together by the *conjunction* "or," and placed before the predicate; constituting the compound subject.

EXERCISES.

The old gentleman or the boy must remain.

---

[a] § 15. [b] § 13. [c] 7, R. 2.

Did Henry, or Simon, or Nathan, know the man?

The author or the printer committed an error

The teacher or the pupil was in fault.

The boy's father or mother deserved great praise.

QUESTIONS.

In the first exercise, is it said that the gentleman must main?

Is it said that the boy must remain?

Is it said that *one* of the two must remain?

Is it stated which of the two must remain?

What is the compound subject?

What words directly limit the *noun* "gentleman"?

What are the limiting words called?

By what word is the *noun* "boy" directly limited?

What is the modified *compound subject?*

Is the predicate modified?

NOTE. Construct several sentences, as above.

§ 30. When some one only, of several things asserted, applies to the person or thing denoted by the subject, the predicate is compound, and the parts are connected by a conjunction.

EXAMPLE.

William studied or played.

Here it is asserted that William did *one* of two things, but not definitely which.

The verbs, therefore, expressing the actions, *one* of which William performed, are connected together

by the *conjunction* "or," and placed after the subject ... uting the compound predicate.

EXERCISES.

Joseph always comes early, or brings an excuse.

Charles remained at home, or returned very early.

The horse walks slowly, or trots very fast.

Anna's brother will return soon, or will send a letter.

QUESTIONS.

In the first exercise, how many things are asserted?
Do both assertions apply to the subject?
Does *one* of the assertions apply to the subject?
Is it stated which?
By what two words is the *verb* "comes" directly limited?
By what is the *verb* "brings" directly limited?
What word connects the two predicates?
To what class does this word belong?

NOTE. Construct several sentences, as above.

§ 31. Words of the same class, in similar relations to other words, are connected by conjunctions.

EXAMPLE.

A prudent and industrious man will commonly succeed.

In this sentence, the *subject* "man" is directly modified by the two *adjectives* "prudent" and "in-

dustrious." These two words, therefore, being of the same class, and sustaining similar relations to the *noun* "man," are connected together by the *conjunction* "and."

EXERCISES.

Men of sense and judgment act with great caution.

Washington, the soldier and statesman, is the idol of the country.

The man manifested great wisdom and firmness.

The boy talked calmly and wisely.

A man without money or friends is an object of pity.

William is inclined to whisper and play.

QUESTIONS.

In the first exercise, by what two words is the subject ndirectly modified?

How are they connected with the subject?

Do they sustain the same relation to the subject?

By what word are they connected together?

To what class does it belong?

What is the modified subject?

What word indirectly limits the *verb* "act"?

By what is the limiting word directly modified?

What is the modified predicate?

NOTE. Construct and analyze several sentences, as above.

§ 32. As the two classes of words, called *prepositions* and *conjunctions*, cannot well be recognized by any definition, the following table may be of service to the pupil

TABLE III.

CONNECTIVES.

PREPOSITIONS.		CONJUNCTIONS.
about	down	although
above	during	and
across	except	as
after	for	because
against	from	both
amid	in	but
amidst	into	either
among	of	for
amongst	on	if
around	over	lest
at	round	neither
athwart	since	nor
before	through	notwithstanding
behind	to	or
below	towards	since
beneath	under	than
beside	underneath	that
besides	unto	then
between	up	therefore
betwixt	upon	though
beyond	with	unless
by	within	wherefore
concerning	without	yet

PREPOSITIONAL PHRASES.

according to instead of out of

The following words are sometimes used as prepositions: *past* for *by; excepting* for *except; regarding, respecting, touching*, for *concerning* or *about; along, off, till, until.*

The following words are sometimes used as conjunctions: *also, so, still*, and some others.

§ 33. A noun or an adjective in the predicate, directly modifying a verb expressing existence or being, is coupled with the subject by the verb, which is hence called a *copula*

EXAMPLE.

Charles was industrious.

Here the *noun* "Charles" is the subject, the *verb* "was" the predicate, and the *phrase* "was industrious" is the modified predicate; the adjective "industrious" being coupled with the subject "Charles" by the *copula* "was."[a]

[a] The copula is a verb uniting the attribute with the subject. Thus, "virtue ennobles" may be resolved into "virtue is ennobling;" in which "ennobling" is the attribute, expressing the action ascribed to virtue, and "is," the copula, uniting "ennobling" with "virtue." In the sentence, "Five and three are eight," the attribute "eight" is united with the compound subject "five and three," by the copula "are."

To borrow an illustration from mathematical science, a sentence may be regarded as a species of *equation*, of which the

EXERCISES.

The rivers are wide and deep.

Hope is the balm of life.

The pupils have been attentive to the lesson.

The boy's conduct had been very manly.

Contentment and humility are rich blessings.

The sea will be very tempestuous.

Charles might have been a useful and happy man.

The night will be unusually dark and dreary.

QUESTIONS.

What is the subject, in the first exercise?

By what is it directly limited?[a]

What is the predicate?

What are the adjectives in the predicate?

What joins these two adjectives together?[b]

What is the modified predicate?

What are coupled with the subject by the *copula* "are"?

NOTE. Construct and analyze other sentences, as above

§ 34. A proposition, not depending on another, but making complete sense by

---

subject and the predicate are the *two members*, while the copula is the *sign of their equality*. Thus,

"Five and three are eight."

$5 + 3 = 8$.

"The square of four is sixteen."

$4^2 = 16$.

"My name is Norval."

My name = Norval.

Crosby's Greek Grammar

[a] § 7, R. 2. [b] § 27

itself, is called an INDEPENDENT PROPOSITION.

§ 35. Two or more distinct propositions, joined together by a conjunction, constitute a COMPOUND SENTENCE; and the several propositions are called CLAUSES or MEMBERS.

EXAMPLE.

John remains in the city, and William has returned to the country.

This sentence contains two distinct propositions, with different subjects and predicates, each clause making complete sense independently of the other. In the first clause, "John" is the subject, and "remains in the city" is the modified predicate; in the second, "William" is the subject, and "has returned to the country" is the modified predicate.

These two clauses, connected by the *conjunction* "and," constitute a *compound sentence.*

EXERCISES.

The teacher is here, but the pupils have not yet come.

The bank was robbed, and the officers have caught the thief.

William must have been sent, or John would not have informed the teacher.

The regiment will go, if more soldiers are required.

QUESTIONS.

What are the two propositions, in the first exercise
Are they independent? [a]
What word connects them?
To what class of connectives does it belong? [b]
What is the subject of the first proposition?
By what is it directly limited?
What is the predicate?
By what is the predicate directly limited?
What is the modified predicate?
What is the subject of the second proposition?
Is the subject modified?
What is the predicate?
In what respect does the *adverb* "yet" limit the predicate?
How does the *adverb* "not" modify it?
What is the modified predicate?
Is the sentence simple or compound?

§ 36. The following table exhibits a concise view of the manner in which prepositions connect the same or different classes of words in different relations, expressing what the relation is; and of the manner in which conjunctions connect words of the same class in the same relation, without expressing what the relation is; also how they connect clauses, sometimes showing their relation.

---

[a] § 34. [b] § 27

TABLE IV.

Prepositions

connect words of the same or different classes in different relations.

Noun with	a noun,[a]	Verb with	a noun,[e]
	a verb,[b]		a verb,[f]
	an adjective,[c]		an adjective,[g]
	an adverb,[d]		an adverb.[h]

Conjunctions

connect words of the same class in the same relation.

COMPOUND SUBJECT.		COMPOUND PREDICATE.	
Two or more subjects connected, when	the same is asserted of them;[i]	Two or more predicates connected, when	they apply to one subject;[k]
	any thing is asserted of only one of them.[j]		only one of them applies to the subject.[l]

Two or more { nouns, verbs, adjectives, adverbs, } limiting the same word.[m]

---

[a] § 14. [b] § 15. [c] § 22. [d] § 23. [e] § 16. [f] § 17. [g] § 24. [h] § 25. [i] § 27. [j] § 29. [k] § 28. [l] § 30. [m] § 31

Conjunctions

connect clauses, sometimes expressing their relation,

independent and dependent } propositions forming { compound sentences.[a]

QUESTIONS.

Are words connected by prepositions always of the same class?

Can the connected words be in the same relation?

Do prepositions express what the relation is which exists between the connected words?

With what classes of words do they connect nouns? Verbs?

Do conjunctions connect words of the same or different classes?

Can they connect words in different relations?

Do conjunctions express what the relation is between the words which they connect?

Which class of connectives must be used to form a compound subject? A compound predicate?

Do conjunctions connect clauses?

What is the sentence then called?

Do conjunctions ever express what the relation is between the clauses they connect?

§ 37. To avoid too frequent repetition, nouns are represented by a class of words used instead of them, called PRONOUNS.

EXAMPLE.

George has returned, and he is now in the house.

In this sentence, the two independent propositions,

[a] § 35

"George has returned" — "George is now in the house," — are joined by the *conjunction* "and," constituting a compound sentence. In the first clause, "George" is the subject, and "has returned," the predicate; in the second, to avoid the repetition of the *noun* "George," the *pronoun* "he" is substituted for it, and thus, representing the same person as "George," becomes the subject of the clause, and has the *verb* "is" for its predicate.

The predicate is directly limited by the *adverb* "now," and indirectly by the *noun* "house." "House" is limited by the *article* "the," and is connected with "is" by the *preposition* "in." Thus "is now in the house" is the modified predicate.

EXERCISES.

Charles looked for the book, but he could not find it.

William may have come, though I have not seen him.

Has Jane bought the bonnet? or did she decide not to have it?

The men saw the fire, and they labored hard to extinguish it.

I consulted a physician, and he told me to travel.

QUESTIONS.

In the first exercise, how many propositions are there
How are they connected together?
What do they constitute?

What is the subject of the first clause?
What is the subject of the second clause?
Why is the *pronoun* "he" substituted for "Charles"?
What is the predicate of the second clause?
By what adverb is the predicate directly limited?
What other word directly limits it?
For what noun is the pronoun substituted?

§ 38. The following pronouns are used as the subject of a proposition, or to explain and describe the subject denoting the same person or thing: —

I, Thou, He, She, It.
We, Ye, You, They.

EXAMPLE.

I informed George of the arrival, and he was very sad.

In the first clause, the *pronoun* "I," used to designate the *person speaking*, is the subject, and "informed George of the arrival" is the modified predicate.

In the second clause, the *pronoun* "he," which is substituted for the *noun* "George," and represents the *person* denoted by that noun, is the subject, and "was very sad" is the modified predicate.

"Very" is an *adverb*, limiting "sad," and "sad" is an *adjective* in the predicate, coupled with the subject "he" by the *copula verb* "was."

The two clauses, connected by the *conjunction* "and," form a compound sentence.

EXERCISES.

Thou art the man, if I am rightly informed.
We requested Anna to go, but she refused.
You were angry, because they were rewarded.
I would not quarrel if I were you.
Ye are base deceivers of the public.

QUESTIONS.

In the first exercise, what is the subject of the first clause?
What is it used to designate?
What is the modified predicate?
What is the subject of the second clause?
What is it used to designate?
What is the predicate?
By what is the predicate directly limited?
What is the modified predicate?
What word connects the two clauses?
Are both propositions independent?
What do the two propositions form?

NOTE. Construct and analyze other sentences, as above.

§ 39. The following pronouns, denoting the possessor or owner, directly limit words denoting the persons or things possessed or owned: —

My, Thy, His, Her, Its,
Our, Your, Their.

EXAMPLE.

My son found your book in the street.

Here "son" is the subject, and is directly limited by the *pronoun* "my," which represents the *person*

speaking, and shows *whose* son is spoken of. "Found" is the predicate, and is directly limited by the *noun* "book," which is the object of its action, showing *what* the son has found, and *in*directly, by the *noun* "street," showing *where* the book was found.

"Book" is directly limited by the *pronoun* "your," representing the *person addressed*, and denoting the *owner* of the book. Hence, "my son" is the modified subject, and "found your book in the street" is the modified predicate.

EXERCISES.

Sounds of tenderness are in thy voice.
His father was pleased with her appearance.
Your friends are also our friends.
I was pleased with the plan and its operation.
The men and their families were already there.
We sought our friends, but they had returned to their homes.

QUESTIONS.

In the first exercise, what is the subject?
By what is the subject limited?
Is the limitation direct, or indirect?
What is the predicate?
By what is it indirectly limited?
What word directly limits the *noun* "voice"?
What does "thy" represent?
What does it denote?
What is the modified subject?
What is the modified predicate?

NOTE. Construct and analyze, as above.

§ 40. The following pronouns not only represent the possessor or owner, but also save the repetition of the word denoting the person or thing possessed or owned: —

Mine,	Thine,	Hers,
Ours,	Yours,	Theirs,

and sometimes

His.

EXAMPLE.

The horse and chaise are mine.

Here the two *nouns*, "horse" and "chaise," connected by the *conjunction* "and," constitute a compound subject, and have the *verb* "are" for a predicate.

The *pronoun* "mine," which limits the *verb* "are," not only represents the speaker, and denotes the *owner* of the horse and chaise, but also prevents the necessity of *repeating* the words that indicate the things owned. The pronoun is connected with the compound subject by the *copula* "are."

EXERCISES.

The hat is mine, but the coat is yours.

Her friends were pleased, but mine were disappointed.

The book is mine, and the new sled is yours.

William and Thomas said that the books were theirs.

May the consolations of religion be thine.
James said that the apples were his.
Jane was pleased with her doll, but we disliked ours.

QUESTIONS.

What are the two clauses, in the first exercise?
What is the word called which connects them?
What is the modified subject of the first clause?
What is the modified predicate?
What does the *pronoun* "mine" represent?
Of what does it save the repetition?
With what does the *copula* "is" connect the pronoun?
Who is the owner of the hat?
What is the subject of the second clause?
To what class does the word "yours" belong?
Whom does it represent as the owner of the coat?
Of what word does it prevent the repetition?
What couples it to that word?

NOTE. Construct and analyze, as above.

§ 41. The following pronouns limit words directly and indirectly, in all the relations of nouns, except those of the subject, and of the possessor or owner: —

Me, Thee, Him, Her, It,
Us, You, Them.

EXAMPLE.

William gave the book to me, and I now give it to you.

In this sentence, "William" is the subject of the

first clause, and "gave" is the predicate. "Gave" is directly limited by the *noun* "book," which is the immediate object of its action, and denotes the thing given; and indirectly by the *pronoun* "me," representing the person speaking, and denoting to whom the book was given.

The *pronoun* "I," representing the speaker, is the subject of the second clause, and the *verb* "give" is the predicate. "Give" is directly limited by the *adverb* "now" and the *pronoun* "it," here used to save the repetition of the *noun* "book"; and indirectly by the *pronoun* "you," representing the person addressed, and denoting to whom the book is now given.

EXERCISES.

Anna brought the apples to us, and we returned them to her.

Samuel's father depended on him for support.

The horse ran with the carriage, and broke it.

I charge thee to fling away ambition.

QUESTIONS.

In the first exercise, what is the subject of the first clause?
What is the predicate?
By what is the predicate directly limited?
By what is it indirectly limited?
What does the *pronoun* "us" represent?
What is the subject of the second clause?
What does it represent?
What is the predicate?
By what is the predicate directly limited?
Of what does the *pronoun* "them" save the repetition

By what is the predicate indirectly limited?
What word connects it with the predicate?
Of what does the *pronoun* "her" save the repetition?

NOTE. Construct and analyze, as above.

§ 42. The following COMPOUND PRONOUNS are used emphatically or reflexively,[a] in the several relations of the words which they represent, except that of possessor or owner: —

Myself,	Thyself,	Yourself,
Himself,	Herself,	Itself,
Ourselves,	Yourselves,	Themselves.

EXAMPLE.

I saved the boy myself, but the sailors put themselves in great peril to render assistance.

Here the *pronoun* "I," representing the person speaking, is the subject, and is rendered emphatic by the *compound pronoun* "myself," directly modifying it, and denoting the same person; hence "I, myself," is the modified subject.

"Saved," the predicate, is directly limited by the *noun* "boy," denoting the object of the action of the *verb;* hence "saved the boy" is the modified predicate.

---

[a] They are said to be used *reflexively* when they directly or indirectly limit a verb, and denote the same person or thing as the subject of that verb.

In the second clause, "sailors," the subject, is directly modified by the *article* "the." "Put" is the predicate, and is directly limited by the *compound pronoun* "themselves," representing the same persons as the *noun* "sailors," and used instead of that word, to denote that the action expressed by the verb, as originating in the sailors, also terminated in the same persons.

The *noun* "peril," connected with "put" by the *preposition* "in," is directly limited by the *adjective* "great;" and the *verb* "render," connected with "put" by the *preposition* "to," has the *noun* "assistance" as the object limiting its action. Hence "put themselves in great peril to render assistance" is the modified predicate.

The two clauses constituting the compound sentence, are independent propositions, connected by the *conjunction* "but."

EXERCISES.

The gentleman, himself, was there, and cautioned the boys not to injure themselves.

Anna amuses herself with her dolls.

Thou, thyself, wilt shortly find, that the story is without foundation.

We must blame ourselves for the failure.

You, yourselves, must have known better

QUESTIONS.

What is the subject of the first exercise?

By what is it directly modified, besides the *article* "the"?

For what is the *pronoun* "himself" used?

What are the two predicates?
By what are they connected?
What directly limits the second predicate?
What verb indirectly limits it?
By what adverb is the *verb* "injure" limited?
What other word directly limits it?
What does it represent?

NOTE. Construct and analyze, as above.

§ 43. The following words, used to specify particular persons or things, like adjectives, directly limit the words denoting those persons or things, and are called DEMONSTRATIVE ADJECTIVE PRONOUNS.

This, That, These, Those,
and sometimes
Former, Latter.

EXAMPLE.

Father bought this sled, but that knife was a present from my uncle.

In the first clause, "father" is the subject, and "bought" is the predicate, having for its limiting object the *noun* "sled"; which is itself directly limited by the *demonstrative pronoun* "this," specifying the *particular* sled which was bought.

In the second clause, the *noun* "knife" is the subject, which is directly limited by the *demonstrative pronoun* "that," specifying definitely what knife was given by the uncle; thus "that knife" is the modified subject.

The predicate is limited by the *noun* "present," denoting the same thing as the subject, and connected with it by the *copula* "was." The *noun* "uncle" is connected with the *noun* "present," which it limits, by the *preposition* "from"; and is itself directly limited by the *pronoun* "my," representing the speaker, and denoting the possessor.

The two clauses, connected by the *conjunction* "but," constitute a compound sentence.

EXERCISES.

I will gladly exchange these skates for that book.

William made this basket, and his sisters made those cakes.

Intemperance and slavery were proposed for discussion, but the speakers dwelt upon the latter subject.

This book treats of fishes and birds, but the larger part is devoted to a description of the former class.

QUESTIONS.

In the first exercise, what is the subject?
What is the predicate?
What adverb directly limits the predicate?
What is the object which directly limits the predicate?
By what is "skates" directly limited?
What does the *pronoun* "these" specify?
By what is the predicate indirectly limited?
What word directly limits the *noun* "book"?
For what is it used?
What is the modified predicate?

NOTE. Construct and analyze, as above.

§ 44. The following words, referring to persons or things, without specifying any particular one of them, like adjectives directly limit the words denoting those persons or things, and are called INDEFINITE ADJECTIVE PRONOUNS.

Some, Other, One, Any, All, Such,
and sometimes
No, None, Whole, Both, Several.

EXAMPLE.

Some teachers allow their pupils to study in any manner.

In the first clause, the *noun* "teachers" is directly limited by the *indefinite pronoun* "some," which does not specify any particular teachers, but leaves it indefinite who they are. The *noun* "manner," which is indirectly connected with "study" by "in," is directly limited by the *indefinite pronoun* "any," making the signification of "manner" *general*, instead of particular. The *pronoun* "their," representing the *noun* "teachers," denotes possession, and directly limits the *noun* "pupils," denoting the persons possessed.

EXERCISES.

Some men are envious of other people.
All men desire to be respected.
Such persons should be regarded with no favor.
One boy derives pleasure from study

Other boys are idle and mischievous.
Man's whole life on earth is a struggle.

QUESTIONS.

In the first exercise, what is the subject?
By what pronoun is the subject limited?
Does it specify what men are envious?
What does the *adjective* "envious" limit?
By what is it indirectly limited?
What word directly limits the *noun* "people"?
To what class does "other" belong?
Why is it called *indefinite*?
What is the modified subject?
What is the modified predicate?

NOTE. Construct and analyze, as above.

§ 45. The following words, used to indicate, separately or singly, the several persons or things included in a number, like adjectives, directly limit a word, denoting one of those persons or things, and are called DISTRIBUTIVE ADJECTIVE PRONOUNS: —

Each, Every, Either, Neither.

EXAMPLE.

Each boy stood up, and recited every word of the lesson.

Here the *subject* "boy" is directly limited by the *distributive pronoun* "each," including the whole, but denoting them singly.

The *verbs* "stood" and "recited," connected by

the *conjunction* "and," constitute a compound predicate; "stood" being limited by the *adverb* "up," and "recited" by "word," which denotes the object of its action, and which is itself directly limited by the *distributive pronoun* "every," indicating that the words are considered singly. "Word" is indirectly limited by the *noun* "lesson," with which it is connected by the *preposition* "of."

EXERCISES.

Either gentleman may have been present, for the house is very large.

Neither person is a favorite of mine, but I uniformly treat all men with courtesy.

I wish to see every man temperate and kind.

Each day brings intelligence of some disaster.

QUESTIONS.

What is the subject of the first clause?

By what is it directly limited?

Does the pronoun indicate that only one was present?

What is the predicate?

What adjective directly modifies it?

What connects this adjective with the subject?

What is the subject of the second clause?

By what is the predicate modified?

By what is this adjective in the predicate connected with the subject?

What directly modifies this adjective?

What word connects the two clauses?

What is the meaning of the word?

To what class does it belong?

NOTE. Construct and analyze several sentences

§ 46. The demonstrative, indefinite, and distributive pronouns are sometimes used alone, in the relations of the words which they limit, and thus save their repetition.

EXAMPLE.

All have studied the lessons, but these can recite it best.

Here the *indefinite pronoun* "all," used alone, in the relation of the word "scholars," which it limits, and of which it saves the expression, is the subject of the first clause; and the *demonstrative pronoun* "these," used alone, in the same manner, and for the same reason, is the subject of the second clause. The first predicate, "have studied," is directly limited by the *noun* "lesson," which is the object of its action. The second predicate, "can recite," is directly limited by the *pronoun* "it," used to save the repetition of the *noun* "lesson," and by the *adverb* "best," used to denote the comparative manner in which "these can recite it."

EXERCISES.

Either may have done the mischief, but all must have known about it.

My father took these, but I should have chosen those.

One remained in Boston, and the other returned to the country.

The officers followed the thieves, and caught both.

Some were angry, but these were perfectly calm.

QUESTIONS.

In the first exercise, what is the subject of the first clause?
To what class of words does it belong?
How is it used?
Of what does it save the expression?
What is the predicate?
By what is the predicate directly limited?
What is the subject of the second clause?
To what class does it belong?
What is the predicate?
By what is the predicate indirectly limited?
Of what word does the *pronoun* "it" save the repetition?

NOTE. Construct and analyze, as above.

§ 47. Clauses connected with others by the following RELATIVE PRONOUNS, indirectly limit the words which the pronouns represent

Who, Which, That, Whose, Whom.

EXAMPLE.

Here is the boy whose sled I borrowed.

In the principal clause, the *subject* "boy" is directly limited by the *article* "the," and indirectly by the clause "whose sled I borrowed," which is connected with it by the *relative pronoun* "whose," expressing

the relation of the modifying clause to the subject of the principal one.

In the limiting clause, the *pronoun* "I," representing the speaker, is the subject; "borrowed" is the predicate, and is directly limited by the *noun* "sled."

The *noun* "sled," denoting the thing borrowed, is directly limited by the *pronoun* "whose," representing the *noun* "boy," and indicating that he is the owner of the sled. Thus "whose" is both a pronoun and a connective.

The modifying clause of this compound sentence may be enclosed by the principal one, thus: "The boy whose sled I borrowed is here."

EXERCISES.

The man who purchased father's horse seemed to be well pleased with his bargain.

They are the boys with whom the teacher requested us not to associate.

James lost the knife which John has found.

An adjective is a word that directly limits a noun.

Here is the child that made so much noise

QUESTIONS.

What is the subject of the principal clause?
By what is it directly limited?
By what is it indirectly limited?
What connects the limiting clause with the principal one?
Of what word does the *pronoun* "who" save the repetition?
What is the subject of the limiting clause?
What is the predicate of the limiting clause?
By what is it limited?

What limits the *noun* "horse"?
What is the modified predicate of the principal clause?

NOTE. Construct and analyze, as above.

§ 48. The following words stand in a twofold relation to a sentence, constituting a part of each of the two clauses which they connect, and are called COMPOUND RELATIVE PRONOUNS: —

What, Whatever, Whatsoever, Whoever, Whosoever, Whichever, Whichsoever. Whomsoever.

EXAMPLE.

What the man earned during the day was squandered in the evening.

Here the two clauses are connected by the *compound pronoun* "what."

"The man" is the modified subject of the limiting clause; "earned" is the predicate, and is directly limited by "what," which is the object of its action "What" is also the subject of the principal clause, and is modified by the limiting clause, "what the man earned during the day," denoting that the amount squandered was equal to the amount earned. Thus the word "what," besides being a connective, represents two words; and the sentence is equivalent to the following: — "That was squandered in the evening which the man earned during the day."

EXERCISES.

Whoever wishes to excel, must study hard.
Whatever we undertake, we should accomplish.
You can take whichever you choose.
Whosoever desires riches, must be diligent
Whatsoever our hands find to do, we are commanded to do diligently.
What cannot be avoided, must be patiently endured.
I forgot what the teacher said.

QUESTIONS.

In the first exercise, what word is used in a twofold relation, being the subject of each clause?
What is it called?
To what two words is it equivalent?
What is the predicate of the leading clause?
What adverb directly modifies it?
What is the predicate of the modifying clause?
By what is it indirectly limited?
What connects the limiting word with the predicate?
What word connects the two clauses?

NOTE. Construct and analyze, as above.

§ 49. When the following words represent persons or things as *objects of inquiry*, they are used in the relations of the words denoting those persons or things, and are called INTERROGATIVE PRONOUNS: —

Who, Whose, Whom, Which, What.

EXAMPLE.

Whom did you find ready to enlist?

Here the *pronoun* "you" representing the person spoken to, is the subject; the *verb* "did find" is the predicate, and is directly limited by the interrogative *pronoun* "whom," representing the persons concerning whom the question is asked, in the relation of the object of the action expressed by the verb.

The *adjective* "ready" directly limits "whom," expressing the willingness of the persons represented, and is itself indirectly limited by the *verb* "enlist," expressing the purpose for which they were in readiness; and "did find whom ready to enlist" is the modified predicate.

EXERCISES.

Whose knife did you find on the floor?

Who bought the book and gave it to Anna?

What does the artful man gain by his intrigues?

What man can we find ready to lead in this undertaking?

Which horse did father conclude to buy?

By whom has temperance been uniformly opposed?

QUESTIONS.

In the first exercise, what word is the subject? To what class does it belong? [a] What does it here represent? [b]

[a] § 38. [b] § 37.

What is the predicate?

What word directly limits it as the object of its action?

What word represents the person concerning whom the question is asked?

In what relation does it represent him?

What does it directly limit?

What is "whose" here called?

By what word is the predicate indirectly limited?

What is the word called that connects it with the predicate?

NOTE. Construct and analyze, as above.

§ 50. Words are sometimes used without any connection by grammatical relation with other words.

§ 51. Nouns having no grammatical relation to other words in the sentence are said to be *independent*.

EXAMPLE.

Soldiers, the time has arrived which must test our valor in the open field.

Here the *noun* "soldiers," having no grammatical relation to other words in the sentence, is independent, and is used merely to call the attention of the persons whom it represents, and who are addressed.

The *noun* "time," which is the subject of the principal clause, is limited by the relative clause, "which must test our valor in the open field."

The *relative pronoun* "which" is the subject of the limiting clause, and connects it with the *noun* "time

REMARK. Sometimes a noun used independently is modified.

EXERCISES.

The pilgrim fathers, where are they?
Glorious mirror, where the Almighty's form glasses itself in tempests.
Friends, I come not here to talk.
James, have you recited your lesson?
Mr. President, I have but one lamp by which my feet are guided.
Fellow-citizens, I submit these considerations to your cool and unbiased judgment.

QUESTIONS.

By what is the *noun* "fathers" modified?
Has it any grammatical relation to other words?
How is it used?
What is the subject of the sentence?
For what purpose is the *noun* "fathers" used
What is the predicate?
By what is the predicate limited?
How is this proposition stated?

NOTE. Construct and analyze, as above.

§ 52. Words having no grammatical relation to other words, and used to express passion or emotion, are called INTERJECTIONS.

EXAMPLE.

Alas! the remedy came too late.

Here the *interjection* "alas" has no grammatical

relation to other words, but is used independently, merely to express the emotion of disappointment or regret.

"Remedy," the subject, is modified by the *article* "the." "Came," the predicate, is modified by the *adverb* "late," which is itself modified by the *adverb* "too."

EXERCISES.

O Lord! how great is thy goodness!
Ah! it is Pythias himself.
Ha! they please me now.
Hush! we must trust alone in Heaven.
Pugh! the man, sir, was a fool.
O! I have lost parents, and home, and friends.

QUESTIONS.

In the first exercise, what word is used merely as an exclamation of reverence?

To what class does it belong?

Has the *noun* "Lord" a grammatical relation to any other word?

How is it used?

What is the subject of the sentence?

What is the predicate?

How is the adjective in the predicate connected with the subject?

By what is the *adjective* "great" limited?

NOTE. Construct and analyze, as above.

§ 53. Adverbs sometimes connect clauses, and express the relation that exists between them

EXAMPLE.

When father returned, the boys received presents.

Here the dependent clause, "when father returned," is connected with the leading clause, "the boys received presents," by the *adverb* "when," which expresses the relation of time existing between the two actions to be the same, or that of immediate succession.

The sentence may be arranged thus: "The boys received presents when father returned."

EXERCISES.

The officers took the thieves, while they were dividing their plunder.

The books will be found where they were left by you.

I shall remain here till William returns.

He recognized me while I was passing in the street.

The teacher instructed me how I should enter a room.

I was fond of sport when I was young.

QUESTIONS.

Of how many propositions does the first exercise consist?
What connects the dependent with the leading clause?
Does it show the relation existing between the two actions?
In what respect?

What is the subject of the first clause?
What is the predicate?
By what is the predicate directly limited?
What is the subject of the second clause?
Of what does it save the repetition?
What is the predicate?
By what is it directly limited?
By what is the *noun* "plunder" directly limited?

NOTE. Construct and analyze, as above.

§ 54. A phrase or clause may be the subject of a proposition, or may limit the predicate, either representing the object of the action expressed by the verb, or denoting the same thing as the subject.

EXAMPLE.

To relieve misery and want, is the great boon of wealth.

Here the two *nouns* "misery" and "want," connected by the *conjunction* "and," directly limit the *verb* "relieve," expressing the objects of its action; and the *phrase* "to relieve misery and want" is the subject of the proposition.

The predicate "is," which is directly modified by the *noun* "boon," connects it with the subject.

"Boon" is directly limited by the *adjective* "great" and *article* "the," and indirectly by the *noun* "wealth," which is connected with it by the *preposition* "of"

EXERCISES.

The gentleman could not ascertain how his money had been recovered.

That wealth is often preferred to wisdom, is only another proof of human weakness.

To see the sun, is pleasant.

To know God, and to serve him, should be the great objects of our existence.

To treat our enemies kindly, is the surest way to make friends of them.

His object was, to get money.

The benevolent man loves to be always engaged in some good work.

QUESTIONS.

In the first exercise, what is the subject of the first clause?

What is the predicate?

What could not the gentleman ascertain?

What does the phrase "how his money had been recovered" represent?

By what is "could ascertain" modified, besides the *adverb* "not"?

What is the subject of the limiting clause?

What is the predicate?

By what adverb is the predicate limited?

What connects the limiting with the leading clause?

NOTE. Construct and analyze, as above.

§ 55. When a sentence has several parts, each containing one or more distinct prop-

ositions, these parts are called *members*, and the propositions in each member, its *clauses*.

EXAMPLE.

William looked for the book where he left it, but it had been removed; then his father, who had just returned, searched for it, and it was soon found.

Here the first member contains three distinct propositions, two of which are independent, and connected by the *conjunction* "but."

The leading clause, "William looked for the book," is modified by the dependent clause, "where he left it" connected with it by the *adverb* "where," expressing the relation of place between the two actions to be identical.

The second member is connected with the first by the *adverb* "then," expressing the relation of time existing between them to be, that the actions set forth in the second, immediately succeeded those in the first member.

The second member contains three distinct propositions, two of which are independent, and connected by the *conjunction* "and."

The subject of the leading clause is limited by the relative clause, "who had just returned," connected with the *noun* "father" by the *pronoun* "who," representing the same person.

EXERCISES.

As we are soon to part, we will take you by the hand; and we hope that the Great Spirit will protect you, and return you to your friends.

We considered them to be friends, for they called us brothers; and we believed them, and gave more land to them.

We consider that the tree has answered its highest purpose; for it has arrived at maturity, and has yielded perfect fruit.

QUESTIONS.

How many propositions does the first member of the first xercise contain?

What word connects them?

How may the first member be transposed?

How many propositions are there in the second member?

What clause represents the limiting object of "hope"?

What part of the limiting clause is compound?

What is the subject of the limiting clause?

What are the two predicates?

What word connects the two predicates?

By what word is the limiting clause connected with the clause "we hope"?

What connects the two members of the sentence?

NOTE. Construct and analyze, as above.

§ 56. The following table exhibits a concise view of the classes of words that may be used as connectives:—

TABLE V.

CONNECTIVES.

Prepositions[a] { connect words only, } showing the relation between them.

Conjunctions[b] { connect words or clauses, } showing the relation of clauses.

Adverbs[c] { connect an adverbial clause with the word it limits, } showing the relation of the clauses

Pronouns, { relative,[d] compound relative,[e] } connect a relative clause with the word it limits, } showing the relation of the clauses

QUESTIONS.

What do prepositions connect?

Do they ever connect clauses?

Between what do they show the relation?

What do conjunctions connect?

Of what do they show the relation?

What do adverbs connect?

Of what do they show the relations?

Does the modifying clause, which is connected with another clause by an adverb, modify a verb or a noun?

What do pronouns connect?

What pronouns are used as connectives?

Does the relative clause, which is connected with the other by a pronoun, modify a verb or a noun?

Of what do they show the relations?

---

[a] § 14. [b] § 27 [c] § 53. [d] § 47. [e] § 48

§ 57. The following is a connected view of the relative, interrogative, and adjective pronouns, as illustrated in the preceding sections: –

TABLE VI.

PRONOUNS.

Relative.[a] — Who, whose, whom, which, that.

Compound Relative.[b] — What, whatever, whatsoever, whoever, whosoever, whomsoever, whichever, whichsoever.

Interrogative.[c] — Who, whose, whom, which.

ADJECTIVE PRONOUNS.

Demonstrative.[d] — This, that, these, those, former, latter.

Indefinite.[e] — Some, other, one, any, all, such, no, none, both, several.

Distributive.[f] — Each, every, either, neither

QUESTIONS.

Which are the relative pronouns?

Which of the relative pronouns cannot be used as an interrogative?

Which are the compound relatives?

Into what three classes are adjective pronouns divided?

Which are the demonstrative?

Which are the indefinite?

Which are the distributive?

---

[a] § 47. [b] § 48. [c] § 49. [d] § 43. [e] § 44. [f] § 45

§ 58.[a] A noun always represents either the person speaking, the person spoken to, or the person or thing spoken of; and, in each of these relations, has its appropriate pronouns, hence called PERSONAL PRONOUNS.

§ 59. When a noun denotes the person speaking, it is said to be of the FIRST PERSON, and may be represented by the following pronouns: —

I, My, Mine, Me, We, Our, Ours, Us, Myself, Ourselves.

EXAMPLE.

I, George Washington, hereby advise, that we should publicly give thanks to God for our success.

---

[a] The preceding sections exhibit the relation existing between each word and the other words of a sentence, showing for what purpose it is used, and how it affects the meaning.

The relations peculiar to each class of words have been illustrated by appropriate examples, one of which has, in every case, been analyzed, to assist the pupil in understanding them, and constructing similar sentences.

We have deviated from the usual course of perplexing the child with the intricacies of what are called the *properties* of words, as mode, tense, person, gender, &c., at a time when he is but ill prepared to comprehend the application of such details. If the pupil is familiar with the principles already illustrated, he is now prepared to enter understandingly upon these details, and to see their adaptation and use.

Here the *personal pronoun* "I," representing the speaker, and consequently of the *first person*, is the subject of the leading clause, and is directly limited by "George Washington," denoting the name of the speaker, and representing the same person as "I," and therefore of the *first person.*

The *personal pronoun* "we," representing a company of whom the speaker is one, is of the first person, and is the subject of the second clause.

The predicate "should give" is directly limited by the *adverb* "publicly," and the *noun* "thanks," which is the object of its action; and *in*directly by the *nouns* "God" and "success," showing to *whom* thanks were to be given, and for what *cause.*

"Success" is directly limited by the *personal pronoun* "our," denoting possession, and representing a company which includes the speaker, and consequently of the *first person.*

The two clauses are connected by the *conjunction* "that."

EXERCISES.

We, the subscribers, vouch for the facts which have been stated by our secretary.

I, Paul, have written it.

We, James Morgan and Samuel Draper, agree to pay one hundred dollars, on demand.

QUESTIONS.

Whom does the *pronoun* "we" represent?
Of what person is it?
By what is "we" directly limited?
Whom does "subscribers" represent?

Of what person is it?
What is the predicate of the first clause?
By what is it indirectly limited?
What is the subject of the second clause?
What does the *relative pronoun* "which" represent?
What connects the two clauses?
What is the predicate of the relative clause?
By what is the predicate indirectly limited?
What word directly limits the *noun* "secretary"?
What does "our" represent?
Of what person is it?
What does it denote?

NOTE. Construct and analyze, as above.

§ 60. When a noun denotes the person spoken to, it is said to be of the SECOND PERSON, and may be represented by one of the following pronouns: —

Thou,	Thine,	Your,	Yourself,
You,	Thee,	Yours,	Yourselves.
Thy,	Ye,	Thyself,	

EXAMPLE.

Thou, William, still art young, and dost not see the danger.

Here the *personal pronoun* "thou," representing the person spoken to, and consequently of the *second* person, is the subject, which is directly limited by "William," denoting the name of the person addressed, and representing the same person as "thou" and therefore of the *second person*

"Art" and "dost see," connected by the *conjunction* "and," constitute a compound predicate.

"Art" is directly modified by the *adverb* "still," and the *adjective* "young," connected with the subject by the predicate.

"Dost see" is directly limited by the *adverb* "not," and the *noun* "danger," which denotes the object of its action, and is itself directly limited by the *article* "the."

EXERCISES.

Sir, I must believe you, for these mourners are your witnesses.

Cassius, if I have veiled my look, I turn the trouble of my countenance upon myself.

Good Brutus, can you see yourself?

Fitz-Eustace, you, with Lady Clare,
May bid your beads, and patter prayer.

QUESTIONS.

Has the *noun* "sir" any grammatical relation to the other words in the first exercise?
How is it used?
For what purpose is it used?
Whom does it denote?
Of what person is it said to be?
What is the subject of the first clause?
What does it represent?
Of what person is it?
What is the predicate?
By what is the predicate directly limited?
What does the *pronoun* "you" represent?
Of what person is it?
What is the subject of the second clause?

By what is it directly limited?
To what class does "these" belong?
By what is the predicate "are" directly limited?
Whom does the *pronoun* "your" represent?
What does it denote?
Of what person is it?

NOTE. Construct and analyze, as above.

§ 61. When a noun denotes the person or thing spoken of, it is said to be of the THIRD PERSON, and may be represented by one of the following pronouns: —

He,	She,	It,	Their,
His,	Hers,	Its,	Theirs,
Him,	Her,	Itself,	Them,
Himself,	Herself,	They,	Themselves.

EXAMPLE.

George bought the book, but he has since given it to his brother.

The *noun* "George" is of the *third person*, because the person indicated by it is here *spoken of*.

The *personal pronouns* "he" and "his" are used to prevent the repetition of "George," being of the *third person*.

"Book," also, is of the *third person*, because it denotes a thing *spoken of*, and is represented by its appropriate *pronoun*, "it," which is of the *third person*.

"George" is the subject of the first clause, and "bought" the predicate, which is directly limited by the *noun* "book." "He" is the subject of the second

clause, and "has since given it to his brother" is the modified predicate.

EXERCISES.

The Indians assembled under a prodigious elm-tree, and William Penn, with his friends, went to meet them.

William purchased a knife, and gave it[a] to his[b] sister, who[c] showed it[a] to her[b] parents, and informed them[b] that it[d] was a present from him.[a]

The lady herself[e] was much pleased with the article, and soon learned its[b] use.

QUESTIONS.

Of what person is the *noun* "Indians"? Why?
By what pronoun is it represented in the second clause?
What is the subject of the first clause?
What is the predicate?
By what is the predicate indirectly limited?
What word connects "elm-tree" with the predicate?
What is the subject of the second clause?
By what pronoun is it represented?
What is the predicate?
What word connects "friends" with "went"?
By what is "friends" directly limited? [b]
Of what person is "his"? Why?
By what verb is the predicate limited?
By what is the *verb* "meet" limited? [a]
Of what person is "them"? Why?

NOTE. Construct and analyze, as above.

[a] § 41. [b] § 39. [c] § 47 [d] § 38. [e] § 42.

§ 62. Nouns are varied in their forms to denote one person or thing, or more than one, and, in each case, are represented by appropriate pronouns.

§ 63. A noun denoting one person or thing, is said to be of the singular number, and may be represented by one of the following personal pronouns: —

I,	Thou,	You,	His,	Her,
My,	Thine,	Your,	Him,	Herself,
Mine,	Thy,	Yours,	Himself,	It,
Me,	Thee,	Yourself,	She,	Its,
Myself,	Thyself,	He,	Hers,	Itself.

EXAMPLE.

James found the knife which John lost, and gave it to him.

In this sentence, the *noun* "James" is the subject, and the *verbs* "found" and "gave," connected by the *conjunction* "and," constitute a compound predicate. As "James" is the name of a person *spoken of*, it is of the third person; and as it denotes but *one* person, it is of the singular number.

"Found" is directly limited by the *noun* "knife," which is of the third person, and singular number, because it denotes but one thing, and that, a thing *spoken of*; and is represented by its appropriate *pronoun* "it," which is of the same person and number as itself.

"Knife" is limited by the *relative clause* "which John lost," connected with it by the *pronoun* "which."

"John," the subject of the relative clause, is of the third person, because it denotes the person spoken of; and of the singular number, because it denotes but one person; and is represented by its appropriate *pronoun* "him," which is of the same person and number as the noun it represents.

EXERCISES.

Anna,[a] you[b] may take your[c] grammar, and analyze a sentence.

The gentleman himself[d] saw the house before he[b] purchased it.[e]

Jane examined the bonnet herself before she decided to take it.

Virtue is its own reward.

QUESTIONS.

In the first exercise, of what number is "Anna"? Why?

By what pronouns is it represented?

Of what number are the pronouns representing "Anna"?

Of what person are the words "Anna," "you," and "your"? Why?[f]

Has the *noun* "Anna" any grammatical relation to the other words in the sentence?[c]

How is it used?

What is the subject of the sentence?

What is the first predicate? The second?

What connects the two words constituting the compound predicate?

---

[a] § 51. [b] § 38. [c] § 39. [d] § 42. [e] § 41. [f] § 60

Of what person and number is "grammar"? Why?
Of what person and number is "sentence"? Why?

NOTE. Construct and analyze, as above.

§ 64. Nouns denoting more than one person or thing, are said to be of the plural number, and may be represented by the following personal pronouns: —[a]

We,	Ourselves,	Yours,	Theirs,
Our,	Ye,	Yourselves,	Them,
Ours,	You,	They,	Themselves.
Us,	Your,	Their,	

EXAMPLE.

The boys were highly pleased with their new books, and preserved them carefully.

Here the *noun* "boys," the subject of the sentence, is of the third person, because it denotes the persons *spoken of;* and plural number, because it denotes more than one person; and is represented by the *personal pronoun* "their," which is of the same person and number as the noun it represents. "Were pleased," the first predicate, is directly limited by the *adverb* "highly," and indirectly by the *noun* "books," which is of the third person and plural number, and represented by the *personal pronoun* "them," of the same person and number. "Preserved," the second predicate, is directly limited by the *pronoun* "them," representing the books, and by the *adverb* "carefully," denoting the manner in which they were preserved

[a] It is generally formed by adding *s* or *es* to the singular.

EXERCISES.

William[a] and I[b] have been to school,[a] and have given to our[c] teachers[a] proofs[a] of our[c] attention[a] to their[c] instructions.[a]

Horses are useful animals, and they[a] should be treated kindly.

Children should treat their[a] parents respectfully, and never grieve them[d] by improper conduct.

QUESTIONS.

Of what person and number is the *noun* "William," in the first exercise?[e]

What does the *personal pronoun* "I" represent?[f]

Of what person and number is it? Why?

What does the *personal pronoun* "our" represent?[f]

Of what person and number is it? Why?

Of what person and number is the *noun* "teachers"? Why?

By what personal pronoun is it represented in this sentence?

Of what person and number are the *nouns* "proofs," "attention," and "instructions"? Why?

What words constitute the compound subject of the sentence?[g]

What words constitute the compound predicate?[h]

By what is the first predicate indirectly limited?

By what is the second predicate directly limited?

By what is it indirectly limited?

What word indirectly limits the *noun* "proofs"?

By what is the *noun* "attention" indirectly limited?

NOTE. Construct and analyze, as above.

---

[a] § 61. [b] § 38. [c] § 39. [d] § 41. [e] § 63. [f] § 59. [g] § 27. [h] § 28.

§ 65. Nouns, by variation in form or otherwise, indicate the sex of the objects which they denote, when such distinction exists.

Remark. In construction and analysis, the pupil may disregard the distinction of sex, except in nouns of the third person and singular number, when they are represented by appropriate personal pronouns.

§ 66. Nouns denoting males are of the *masculine gender*, and are represented in he third person and singular number by he following personal pronouns: —

He, His, Him, Himself.

EXAMPLE.

The sagacity of Newton led him to his great discovery, and he now stands at the head of philosophers.

Here "sagacity," the subject of the first proposition, denotes *one* thing as *spoken of*, and is therefore of the third person and singular number.

The subject is indirectly limited by the *noun* "Newton," denoting a *male*, and therefore of the *masculine* gender; *spoken of*, and therefore of the *third* person; denoting but *one*, and therefore of the *singular* number; and represented, in this sentence, by the *personal pronouns* "him," "his," and "he."

The predicate "led" is directly limited by "him," which appropriately represents a noun of the masculine gender, third person, and singular number, in the relation of the *object* of an action.

"Discovery" is directly limited by "his," which appropriately represents a noun of the masculine gender, third person, and singular number, in the relation of a *possessor*. The *personal pronoun* "he" is the subject of the second clause, and appropriately represents a noun of the third person and singular number in this relation.

EXERCISES.

The gentleman[a] sent his[b] son[a] to school, and requested the teacher to instruct him[c] in the usual branches.

The boy[a] injured himself[d] as he[b] was coasting on his[e] new sled.

Every[f] man is himself[d] responsible for his conduct.

QUESTIONS.

Of what person, number, and gender, is the *noun* "gentleman," in the first exercise? Why?

By what personal pronoun is it represented in the relation of a possessor?

What word directly limits the *verb* "sent"?

Of what person, number, and gender, is the *noun* "son"? Why?

By what personal pronoun is it represented in the relation of the object of an action?

---

[a] § 61. [b] § 63 [c] § 41. [d] § 42. [e] § 39. [f] § 45.

Of what person and number are the *nouns* "school," "teacher," and "branches"? Why?

What part of this sentence is compound?

What is the subject?

What is the first modified predicate? The second?

NOTE. Construct and analyze, as above.

§ 67. Nouns denoting females are of the *feminine gender*, and are represented, in the third person and singular number, by the following personal pronouns: —

She, Hers, Her, Herself.

EXAMPLE.

Ellen was pleased with her presents, and resolved that she would try to deserve them.

Here the *noun* "Ellen," the subject of the first clause, denotes *one female* as *spoken of*. It is therefore of the third person, singular number, and feminine gender, and represented by "her" and "she."

"Was pleased" and "resolved," connected by "and," constitute the compound predicate of the first clause.

"Was pleased" is indirectly limited by the *noun* "presents," which is of the third person and plural number, because it denotes *more than one* thing, as *spoken of*, and is represented by "them."

"Presents" is directly limited by "her," which appropriately represents a noun of the feminine gender, third person, and singular number, in the relation of a possessor.

"She," the subject of the second clause, appropriately represents a noun of the feminine gender, third person, and singular number, in this relation.

"Would try," the predicate, is indirectly limited by the *verb* "deserve," connected with it by the *preposition* "to"; and "deserve" is directly limited by "them," which appropriately represents a noun of the third person and plural number, in the relation of the object of an action.

EXERCISES.

Jane [a] bought the books herself,[b] and she [c] has given them [a] to me.[d]

Woman is the companion of man, and he should treat her [e] with the kindness due to her [f] rank.

This [g] bonnet is Mary's, but that cloak is not hers.[h]

Anna injured herself by her improper conduct.

QUESTIONS.

Of what person, number, and gender, is the *noun* "Jane," in the first exercise? Why?

By what *compound personal pronoun* may a noun of the feminine gender, third person, and singular number, be represented?

For what is "herself" used in this sentence?

Of what person and number is "books"? Why?

By what *personal pronoun* may a noun of the third person, plural number, in the relation of the object of an action, be represented?

Of what noun does "she," the subject of the second clause, save the repetition?

---

[a] § 61. [b] § 63. [c] § 38. [d] § 59. [e] § 41. [f] § 39. [g] § 43. [h] § 40.

What personal pronoun, then, may represent a noun of the third person, singular number, and feminine gender, in the relation of a subject?

NOTE. Construct and analyze, as above.

§ 68. Nouns denoting objects neither male nor female, are of the *neuter gender*, and are represented in the third person and singular number, by the following personal pronouns: —

It, Its, Itself.

EXAMPLE.

George father has got his new sleigh, and you may ride in it.

Here the *noun* "George," the name of the person *addressed*, denotes but *one*. It is therefore of the second person and singular number.

Having no grammatical relation to other words, it is used independently, and is represented by the *personal pronoun* "you."

The *noun* "father," the subject of the first clause denotes *one* person of the *male* sex, as *spoken of*. It is therefore of the third person, singular number, and masculine gender, and is represented by the *personal pronoun* "his."

"Has got," the predicate of the first clause, is directly limited by the *noun* "sleigh," which denotes *one* object, *neither male nor female*, as *spoken of*. It is therefore of the third person, singular number, and

neuter gender; and is represented by the *personal pronoun* "it."

'Sleigh" is directly limited by the *adjective* "new," and the *personal pronoun* "his," which is used to represent a noun of the masculine gender, third person, and singular number, in the relation of a possessor or owner.

"You," the subject of the second clause, is used to represent a noun of the second person, in this relation. "May ride," the predicate, is indirectly limited by the *personal pronoun* "it," used to represent a noun of the third person, singular number, and neuter gender, in the relation which it here sustains.

EXERCISES.

The house[a] is old, and it[b] should be repaired.
The book[a] is well written, and reflects credit upon its[c] author.
We[d] should love the truth, and always adhere to it.[e]
Marble itself[f] will finally crumble to dust.
Fame may give praise, while it withholds esteem.
Sooner or later, virtue will obtain its reward.

QUESTIONS.

Of what person, number, and gender, is "house," in the first exercise? Why?

By what is the *verb* "is" directly limited?

---

[a] § 61. [b] § 63. [c] § 39. [d] § 64. [e] § 41. [f] § 42

What connects the *adjective* "old" with the subject?
What is the subject of the second clause?
Of what does it save the repetition?
Of what is "it" the representative, in the relation of a subject?
What is the predicate of the second clause?

NOTE. Construct and analyze, as above.

§ 69. Nouns are used in various relations to other words, and, in these relations, are represented by appropriate personal pronouns.

§ 70. When a noun is used as the subject of a sentence, or to explain or describe it, denoting the same person or thing; or to limit the predicate denoting the same person or thing as the subject; it is in the NOMINATIVE CASE, and is represented, in the same relations, by one of the following personal pronouns: —

SINGULAR NUMBER.

First Person.	I, Myself.	*Third Person masculine.*	He, Himself.
Second Person.	You, Yourself, Thou, Thyself.	*Third Person feminine.*	She, Herself.
		Third Person neuter.	It, Itself.

PLURAL NUMBER.

First Person.	We, Ourselves.	*Second Person.*	You *or* Ye, Yourselves.
Third Person.	They, Themselves.		

EXAMPLE.

The boy has a strong desire to learn, and he will undoubtedly succeed.

In this sentence, the *noun* "boy" denotes *one* person of the *male* sex, as *spoken of*. It is therefore of the third person, singular number, and masculine gender. It is the *subject* of the first clause, and therefore in the *nominative case.*

The predicate "has" is directly limited by the *noun* "desire," which is itself directly limited by the *article* "a" and the *adjective* "strong," and indirectly by the *verb* "learn," connected with it by the *preposition* "to."

The *personal pronoun* "he" represents the *noun* "boy," and is therefore of the third person, singular number, and masculine gender. It is the subject of the second clause, and therefore in the *nominative case.*

"Will succeed," the predicate, is directly limited by the *adverb* "undoubtedly."

EXERCISES.

The girls[a] were good scholars,[b] and their[c] parents[b] were desirous that they[d] should be rewarded.

[a] § 61. [b] § 64. [c] § 39. [d] § 38.

Thou,[a] thyself,[b] wilt find that the smile[c] or frown of Heaven[d] is given to virtue or vice.

We[e] found ourselves[f] in the greatest trouble.

Anna[g] gave a ring to her[d] sister, and she[c] wore it[h] constantly.

How blessings brighten as they take their flight!

QUESTIONS.

What is the person, number, gender, and case, of "girls"? [g] Why?

What is the predicate of the first clause?

By what noun, denoting the same persons as the subject, is it limited? [i]

In what case is "scholars"? Why?

What is the subject of the second clause?

What is the person, number, and case, of "parents"? Why?

By what is it directly limited?

Of what is the *pronoun* "their" the appropriate representative? [d]

What is the subject of the last clause?

Of what does it save the repetition? [j]

Of what is it the appropriate representative? [d]

NOTE. Construct and analyze, as above.

§ 71. When a noun denotes the possessor or owner, it is in the POSSESSIVE CASE, and is represented, in the same relation, by one of the following personal pronouns: —

---

[a] § 60. [b] § 42. [c] § 63. [d] § 61. [e] § 59. [f] § 42. [g] § 67 [h] § 41. [i] § 11. [j] § 37.

SINGULAR.

First Person.	My, Mine.	*Third Person masculine.*	His.
Second Person.	Your, Yours; Thy, Thine.	*Third Person feminine.*	Her, Hers.
		Third Person neuter.	Its

PLURAL.

First Person.	Our, Ours.	*Second Person.*	Your, Yours.
		Third Person.	Their, Theirs.

REMARK. *Mine, thine, hers, ours, yours, theirs,* and sometimes *his,* are used in a twofold relation, denoting the possessor and the thing possessed.

EXAMPLE.

William's father has sold his horse.

In this sentence, the *noun* "father," denoting *one* person, of the *male* sex, as *spoken of,* and being the *subject* of the sentence, is of the third person, singular number, masculine gender, and nominative case.

It is directly limited by the *noun* "William's," denoting *one* person, of the *male* sex, as *spoken of,* in the relation of a *possessor.* It is therefore of the third person, singular number, masculine gender, and *possessive case.*

"Has sold," the predicate, is directly limited by the *noun* "horse," which is itself directly limited by the *personal pronoun* "his," — which, being of the third person, singular number, masculine gender, and possessive case, appropriately represents the *noun* "father" in the relation of a possessor.

EXERCISES.

My [a] father [b] bought my [c] book, and your [d] father bought yours. [e]

Henry's sisters [f] were here with their [c] brother's [g] carriage.

The gentleman's house [b] is very elegant, but I [h] dislike its [c] color.

Jane abused her books, but Sarah carefully preserved hers. [e]

John attended to his lessons, but William neglected his. [e]

Angels sing, to harps divine,
Their sweetest hymns of praise.

QUESTIONS.

What is the subject of the first clause in the first exercise?
What is the person, number, gender, and case, of "father"? Why?
By what is it directly limited?
What does "my" represent? [h] In what relation? [c]
What is the person, number, and case, of "my"?
By what is the subject of the second clause limited?

---

[a] § 63. [b] § 70. [c] § 39. [d] § 60. [e] § 40. [f] § 61. [g] § 12 [h] § 59.

What does "your" represent? In what relation? [a]
Of what number is "your" in this sentence? [b] Why?
In what case is it?
In what two relations is the pronoun "yours" used?
What does it represent in the relation of a pronoun?
What does it represent in the relation of an object, by saving the repetition of the word?

NOTE. Construct and analyze, as above.

§ 72. When a noun denotes the object directly limiting the action of a verb, or indirectly limits a word, it is in the OBJECTIVE CASE, and is represented, in the same relations, by one of the following personal pronouns: —

SINGULAR.

First Person.	Me, Myself.	*Third Person masculine.*	Him, Himself.
Second Person.	You, Yourself; Thee, Thyself.	*Third Person feminine.*	Her, Herself.
		Third Person neuter.	It, Itself.

PLURAL.

First Person.	Us, Ourselves.	*Second Person.*	You, Yourselves.
		Third Person.	Them, Themselves.

[a] § 39 [b] § 63

EXAMPLE.

I saw the boy, and called him to me.

Here the *personal pronoun* "I," denoting *one* person as the speaker, and being the subject of the sentence, is of the first person, singular number, and nominative case. The predicate "saw" is directly limited by the *noun* "boy," which, denoting *one* person, of the *male* sex, as *spoken of*, and being the direct object of the *verb* "saw," is of the third person, singular number, masculine gender, and *objective case*.

"Called," the second predicate, is directly limited by the *personal pronoun* "him," which, representing the *noun* "boy," and being the object directly limiting the *verb* "called," is of the third person, singular number, masculine gender, and objective case.

The *personal pronoun* "me," representing the speaker, and indirectly limiting "called," is of the first person, singular number, and objective case.

EXERCISES.

Joseph [a] has some [b] apples, and will give them [c] to you.[c]

The boy behaved badly, and disgraced himself.[d]

I [a] was looking for his [e] father, and found the boy [f] himself.[d]

The engine regulates itself.[g]

The bird escaped from us,[h] and flew into the woods.

They injured themselves by their imprudence.

---

[a] § 70. [b] § 44. [c] § 41. [d] § 42. [e] § 71. [f] § 13. [g] § 61. [h] § 59.

QUESTIONS.

What is the subject of the first exercise?

What is the first predicate?

By what object is it directly limited?

What is the person,[a] number,[b] and case, of "apples"? Why?

By what pronoun is it here represented?

In what relation?[c] What is the person, number, and case, of "them"?

What does the *pronoun* "you" represent?[d]

In what relation?[c] In what case is it?

NOTE. Construct and analyze, as above.

§ 73. A verb which can be directly limited by a noun or pronoun in the objective case, is called TRANSITIVE.

EXAMPLE.

Children should obey their parents.

In this example, the *noun* "children," denoting *more than one* person as *spoken of*, and being the *subject* of the sentence, is of the third person, plural number, and nominative case. The *verb* "should obey," being directly limited by "parents," is *transitive;* and the *personal pronoun* "their," representing the *noun* "children" in the relation of a possessor, is of the third person, plural number, and possessive case.

EXERCISES.

James will study the lesson before he recites it.

[a] § 61. [b] § 64. [c] § 41. [d] § 60.

John struck William, and his father punished him.

We should love our neighbors as we love ourselves.

Virtue ennobles us. Vice degrades us.

Hope befriends the prince and the beggar.

The boy pleased his teacher.

Did the man acquire his property by industry?

QUESTIONS.

In the first exercise, what is the subject of the first clause?
Of what person, number, gender, and case, is it? Why?
What is the predicate?
By what is the *verb* "will study" directly limited?
What kind of a verb is it? Why?
What does "he," the subject of the second clause, represent?
Of what person, number, gender, and case, is "he"? Why?
By what is the *verb* "recites" directly limited?
What kind of verb is it? Why?
What does "it" represent? In what relation?
Of what person, number, gender, and case, is it? Why?

NOTE. Construct and analyze, as above.

§ 74. A verb which cannot be directly limited by a noun or pronoun in the objective case, is called INTRANSITIVE.

EXAMPLE.

William came to Boston, to engage in some business.

In this sentence, the *noun* "William," denoting *one* person, of the *male* sex, as *spoken of*, in the relation of

a *subject*, is of the third person, singular number, masculine gender, and nominative case.

As the predicate "came" cannot be directly limited by a noun or pronoun in the objective case, it is *intransitive*. It is *in*directly limited by the *noun* "Boston," indicating the *place* to which he came, and by the *verb* "engage," denoting the *purpose* for which he came. "Engage" does not admit a direct object; it is therefore *intransitive;* but it is indirectly limited by the *noun* "business."

EXERCISES.

I stood upon my native hills.
The clouds were upon the height.
The stream murmurs slowly by the village churchyard.
The rivulet leaps gayly over the pebbles.
John walked to school, but James rode.
The boys were anxious to go to the Museum.

QUESTIONS.

Of what person, number, and case, is the *pronoun* "I"? Why?

Can the *verb* "stood" be limited by a noun or pronoun in the objective case?

Is it transitive, or intransitive? Why?

By what is it indirectly limited?

What word connects the limiting word with the verb?

By what is "hills" directly limited?

What does the *personal pronoun* "my" represent?

In what relation? Of what person, number, and case, is it?

Of what person, number, and case, is the *noun* "hills"? Why?

§ 75. The following table exhibits the noun varied by number and case, as illustrated in the preceding sections: —

TABLE VII.

	SINGULAR.[a]			
Nominative Case.[b]	Boy,	Man,	Lady,	Hero,
Possessive Case.[c]	Boy's,	Man's,	Lady's,	Hero's.
Objective Case.[d]	Boy.	Man.	Lady.	Hero.

	PLURAL.[e]			
Nominative Case.	Boys,	Men,	Ladies,	Heroes,
Possessive Case.	Boys',	Men's,	Ladies',	Heroes',
Objective Case.	Boys.	Men.	Ladies.	Heroes.

Remark. The possessive, in the singular, is generally formed by adding an apostrophe and *s* to the noun; in the plural ending in *s*, by an apostrophe only; not ending in *s*, by an apostrophe and *s*.

§ 76. The following table exhibits a connected view of the personal and compound personal pronouns, varied by person, number, gender, and case, as illustrated in the preceding sections: —

---

[a] § 63. [b] § 70. [c] § 71 [d] § 72. [e] § 64.

TABLE VIII.

FIRST PERSON.[a]

	SINGULAR.[b]	PLURAL.[c]
Nom.[d]	I, Myself;	We, Ourselves;
Poss.[e]	My *or* Mine;	Our *or* Ours;
Obj.[f]	Me, Myself.	Us, Ourselves.

SECOND PERSON.[g]

Common Style.

	SINGULAR.[b]	PLURAL.[c]
Nom.[d]	You, Yourself;	You, Yourselves;
Poss.[e]	Your *or* Yours;	Your *or* Yours;
Obj.[f]	You, Yourself.	You, Yourselves.

Formal Style.

Nom.[d]	Thou, Thyself;	Ye, Yourselves;
Poss.[e]	Thy *or* Thine;	Your *or* Yours;
Obj.[f]	Thee, Thyself.	You, Yourselves.

THIRD PERSON[h] SINGULAR.[b]

	MASCULINE.[i]	FEMININE.[j]	NEUTER.[k]
Nom.[d]	He, Himself;	She, Herself;	It, Itself
Poss.[e]	His;	Her *or* Hers;	Its;
Obj.[f]	Him, Himself.	Her, Herself.	It, Itself.

THIRD PERSON[h] PLURAL.[g]

Nom.[d]	They,	Themselves;
Poss.[e]	Their *or* Theirs;	
Obj.[f]	Them.	Themselves.

[a] § 59. [b] § 63. [c] § 64. [d] § 70. [e] § 71. [f] § 72. [g] § 60
[h] § 61. [i] § 66. [j] § 67. [k] § 68.

Remark. When a personal pronoun is used independently, it has the nominative form, except in the first person singular, which generally takes the objective.

§ 77. The following table gives a connected view of the relative and compound relative pronouns. They represent nouns of any person or number.

TABLE IX.

Representing only Persons.

Nom.	Who,	Whosoever,	Whoever.
Poss.	Whose,		
Obj.	Whom,	Whomsoever.	

Generally representing any Object except Persons.

NOMINATIVE AND OBJECTIVE ALIKE.

Which,	Whichsoever,	Whichever.
What,	Whatsoever,	Whatever.

Representing Persons or Things.

NOMINATIVE AND OBJECTIVE ALIKE.

That.

Remark 1. The above pronouns, except those representing only persons, are sometimes used in the relation of adjectives.

Remark 2. *Whose* is sometimes used as the possessive case of *which*.

§ 78. When the subject of a proposition denotes the object of the action expressed by the predicate, the verb is said to be in the PASSIVE FORM.

EXAMPLE.

Thomas was injured by the partiality of friends.

In this sentence, the *noun* "Thomas," denoting the *object* of the action expressed by the *verb* "was injured," is the subject. The verb is therefore in the *passive form*.

The *noun* "partiality," indicating the agent by which Thomas was injured, indirectly limits the verb, and is therefore in the objective case.

The *noun* "friends" indirectly limits "partiality," and is therefore in the objective case.

This analysis may be aided by transposing the sentence, and putting the verb in the active form, thus: "The partiality of friends injured Thomas."

EXERCISES.

The lady was much admired by her friends.
The scholars were delighted with the exercise.
The boys were corrected by their parents.
The horse will be sold by the present owner.
A captain has been elected by the new company.
The meeting had been adjourned before we arrived.
I am pleased with my situation.

QUESTIONS.

In the first exercise, what is the subject?
What does it denote?
In what form is the *verb* "was admired"?
By what is the verb indirectly limited?
What does the limiting noun indicate?
Of what person, number, and case, is it?
What does the *pronoun* "her" represent?
In what relation?
Of what person, number, gender, and case, is it?

NOTE. Construct and analyze, as above.

§ 79. Verbs are varied in form to denote the manner or mode in which they are used.

§ 80. When a verb is used for simple declaration, it has an appropriate form, and is said to be in the INDICATIVE MODE; as in the verb "love."

Love,	Loves,	Loved.
Have / Has / Had } loved.	Shall / Will } love.	Shall have / Will have } loved.

EXAMPLE.

Charles loves his book, and he will soon go to school.

Here the *verb* "loves," the predicate of the first clause, being used for simple declaration, is in the *indicative mode*, and being directly limited by the *noun* "book," the object of its action, is *transitive*.

The *verb* "will go," the predicate of the second clause, being used for simple declaration, and not admitting a direct object, is *intransitive*, and in the indicative mode.

The other words may be disposed of as in the preceding examples.

EXERCISES.

William loves his parents, who have always loved him.

I love to look on a scene of wild and careless play.

Father had returned when I arrived.

The scholar will have learned his lesson before he leaves school.

We shall have completed our task before we return.

QUESTIONS.

What is the subject of the first clause, in the first exercise?

Of what person, number, gender, and case, is it?

What is the predicate? Is it transitive, or intransitive?[a] Why?

For what is it here used? In what mode is it?

By what is it directly limited?

Of what person, number, and case, is the *noun* "parents"? Why?

What word does the *personal pronoun* "his" represent?

In what relation?[b] Of what person, number, gender, and case, is it?

What is the subject of the second clause?

What does it represent?

[a] § 73. [b] § 71.

With what does it connect the relative clause?
What is the predicate?
How is it used?
In what mode is it?
Does it admit a direct object?
Is it transitive, or intransitive?[a]

NOTE. Construct and analyze, as above.

§ 81. When a verb is used to declare possibility, liberty, power, will, obligation, or necessity, it has an appropriate form, and is said to be in the POTENTIAL MODE; as in the verb "love."

May Can Must	love.	Might Could Would Should	love.	May have Can have Must have	loved.
		Might have Could have Would have Should have	loved.		

REMARK. Both the indicative and potential forms are used in asking questions.

EXAMPLE.

John can procure a book with his money.

In this sentence, the *noun* "John" denotes *one* person, of the *male* sex, as *spoken of*, and is the *subject*

[a] § 73

It is therefore of the third person,[a] singular number,[b] masculine gender,[c] and nominative case.[d]

The *verb* "can procure," here used to declare his *power* to procure a book, is in the *potential mode;* and being directly limited by the *noun* "book," it is *transitive.*

The *noun* "book" denotes *one* thing, as *spoken of,* in the relation of an *object.* It is therefore of the third person, singular number, and objective case.

The *noun* "money," denoting *one* thing, as *spoken of,* and indirectly limiting the *verb* "can procure," with which it is connected by the *preposition* "with," is of the third person, singular number, and objective case;[e] and it is directly limited by the *personal pronoun* "his," representing the *noun* "John," in the relation of a *possessor,* and therefore of the third person, singular number, masculine gender, and possessive case.

EXERCISES.

Soldiers must obey their commanders.

Children should obey their parents.

William must have studied well, or he could not have improved.

The scholars may leave the yard.

The boy's parents may have seen him.

George might have finished his lesson.

QUESTIONS.

What is the subject of the first exercise?

Of what person, number, and case, is it?

---

[a] § 61. [b] § 63. [c] § 66. [d] § 70. [e] § 72.

What is the predicate?
By what is it directly limited?
Is it transitive, or intransitive?[a]
How is it used? In what mode is it?
What does "their" represent?
In what relation?[b]
Of what person, number, and case, is it?

NOTE. Construct and analyze, as above.

§ 82. When a verb is used in a dependent clause expressing a condition, doubt, or supposition, — generally indicated by a conjunction preceding it, — it is said to be in the SUBJUNCTIVE MODE.

REMARK. This mode has no appropriate form, except in the anomalous verb "be." Sometimes it appears to vary from the indicative and potential forms, because a part of the verb is omitted.

EXAMPLE.

The gentleman will be pleased if his son improves.

In this sentence, the *noun* "gentleman," denoting *one* person, of the *male* sex, as *spoken of*, in the relation of a *subject*, is of the third person, singular number, masculine gender, and nominative case; and is directly limited by the *article* "the."

As the subject denotes the object of the action expressed by the verb, the predicate "will be pleased"

---

[a] § 73. [b] § 71.

is in the passive form;[a] and as it is used for simple declaration, it is in the indicative mode.[b]

The *noun* "son," denoting *one* person, as *spoken of*, and being the *subject* of the dependent clause, is of the third person, singular number, and nominative case; and is directly limited by the *personal pronoun* "his," representing the *noun* "gentleman," in the relation of a possessor, and therefore of the third person, singular number, masculine gender, and possessive case. The *verb* "improves" is the predicate, and is here used to express a *condition* indicated by the *conjunction* "if," which connects the two clauses The verb, therefore, is in the *subjunctive* mode.

EXERCISES.

I will ask, though he refuse.

The boy feared lest his father should hear of his misconduct.

We shall inform the teacher unless you amend.

The gentleman should not have purchased the house, if he disliked it.

The girl will attend school if her parents consent.

QUESTIONS.

In the first exercise, what does the *pronoun* "I" represent?
In what relation? Of what person, number, and case, is it?
Is the predicate "will ask" limited by a direct object?
Is it transitive, or intransitive?
How is it used? In what mode is it?
What is the predicate of the dependent clause?

[a] § 78. [b] § 80.

Is it limited by a direct object?

Is it transitive, or intransitive?[a]

How is it here used? What conjunction indicates the supposition?

In what mode is the verb? What part of the verb is omitted? Is the verb in the indicative or potential form?

NOTE. Construct and analyze, as above.

§ 83. When a verb is used for commanding, exhorting, or entreating, it has the indicative form, and is said to be in the IMPERATIVE MODE; as in the verb *love*.

Love.

REMARK. The subject of this mode, *thou*, *you*, or *ye*, representing the person or thing addressed, is generally omitted.

EXAMPLE.

Children, obey your parents.

In this sentence, the *noun* "children," denoting *more* than one person, as *spoken to*, and having no grammatical relation with other words, is of the second person, plural number, and used independently.

The *personal pronoun* "you," the subject, is here omitted. The *verb* "obey" is the predicate, which, being directly limited by the *noun* "parents," is *transitive*, and, being used for commanding or exhorting, is in the *imperative mode*.

The *personal pronoun* "your" represents the *noun* "children," in the relation of a possessor, and is there-

[a] § 73.

fore of the second person, plural number, and possessive case.

The *noun* "parents," denoting *more* than one, as *spoken of*, in the relation of an object, is of the third person, plural number, and objective case.

EXERCISES.

Make [a] a proper use [b] of your [c] time.

Accustom yourselves [d] to think of the distresses [e] of human life.

Never forget that all mankind are [f] brethren.

Prefer virtue to riches.

Think not that clouds will always lower. [f]

Labor faithfully, and wait [g] for the reward.

John, [h] bring your writing-book to my desk.

Consider the ways of the ant, O sluggard, and be wise.

QUESTIONS.

In the first exercise, is the subject expressed?
What is the subject?
What does it represent? [i]
Does the sentence indicate the number of the subject
What is the predicate?
How is it used?
In what mode is it?
By what is it directly limited?
Is the verb transitive, or intransitive?

NOTE. Construct and analyze, as above.

---

[a] § 73. [b] § 72. [c] § 71. [d] § 42. [e] § 64. [f] § 80. [g] § 74.
[h] § 51. [i] § 38.

§ 84. When a verb is used in an indefinite manner, without a grammatical subject, it is said to be in the INFINITIVE MODE; as in the verb *love*.

To love, To have loved.

REMARK. This mode has the indicative form, and is generally preceded by the preposition or particle *to*, connecting it with the word which it limits.

EXAMPLE.

The children came to play.

In this sentence, the *noun* "children," denoting *more* than one person, as *spoken of*, and being the *subject*, is of the third person, plural number, and nominative case. The *verb* "came," the predicate, does not admit a direct object, and is therefore intransitive; it is used for simple declaration, and is therefore in the indicative mode. The *verb* "play," having no direct limiting object, is intransitive; being used in an indefinite manner, without a grammatical subject, it is in the infinitive mode; and it indirectly limits the *verb* "came," with which it is connected by the *preposition* "to."

EXERCISES.

James went [a] to school to learn.[b]
The boys ran to see the soldiers.
William rose to address his teacher.

---

[a] § 80 [b] § 17

The man pledged[a] himself[b] to abstain from intoxicating drinks.

Charles always finds time to learn[c] his lesson.

Some seem to be unable to resist[d] temptation.

QUESTIONS.

In the first exercise, what is the subject?
Of what person, number, and case? Why?
What is the predicate?
Does it admit a direct object?
Is it transitive, or intransitive?
How is it used? In what mode is it?
By what noun is it indirectly limited?
Of what person, number, and case, is "school"?
What verb indirectly limits "went"?
How is it used? In what mode is it?
What connects it with the predicate?[e]

NOTE. Construct and analyze, as above.

§ 85. A PARTICIPLE is a form of the verb, used in the relations of an adjective or noun, denoting a finished or unfinished action, and named accordingly; as follows: —

Imperfect. Loving. *Perfect.* Loved.
Compound Perfect. Having loved.

EXAMPLE.

The gentleman, seeing me, came and spoke of meeting you.

Here "gentleman," the *subject*, is of the third per-

[a] § 80 [b] § 42 [c] § 16. [d] § 24. [e] § 17

son, singular number, and nominative case; and is directly limited by the *participle* "seeing," used in the relation of an adjective. The *participle* "seeing" is directly limited by the *personal pronoun* "me," representing the person *speaking*, in the relation of a limiting object, and therefore of the first person, singular number, and objective case.

The *verbs* "came" and "spoke," connected together by the *conjunction* "and," constitute the compound predicate.

They are intransitive, because they do not admit a direct object; and in the indicative mode, because they are used for simple declaration.

The *verb* "spoke" is indirectly limited by the *participle* "meeting," connected with it by the *preposition* "of," and used in the relation of a *noun* in the objective case.

The *participle* "meeting" is directly limited by the *personal pronoun* "you," representing the person addressed, in the relation of a limiting object, and therefore of the second person, singular number, and objective case.

EXERCISES.

The teacher found his pupils playing and whispering.

Being a good workman, he will find employment.

The gentleman, having settled his affairs, left the country.

Hunting wild animals is the principal employment of savages.

His having lived in a barbarous age must palliate, but it will not excuse, his crimes.

QUESTIONS.

What is the subject in the first exercise?
What is the predicate?
By what is the predicate directly limited?
Is it transitive, or intransitive?
In what mode is it? Why?
What does "his" represent?
In what relation?
Of what person, number, gender, and case, is it?
What do the *participles* "playing" and "whispering" limit?
In what relation are they here used?

NOTE. Construct and analyze, as above.

§ 86. Verbs are varied to denote distinctions of time, called TENSES.

§ 87. The PRESENT TENSE is used to denote present time; as the following forms of the verb *love*: —

Indicative Mode. Love, loves; lovest, loveth.
Potential Mode. May love, can love, must love; mayst love, canst love.
Subjunctive Mode. Indicative or potential form preceded by *if* or *though*, &c.
Imperative Mode. Love. *Simple form of indicative.*
Infinitive Mode. To love. *Simple form of indicative* preceded by *to*.

EXAMPLE.

Anna loves her book, because she can read it.

Here the *verb* "loves" is in the indicative mode, because it is used to declare what Anna does; it is in the present tense, because it denotes that she does it *now;* and it is directly limited by the *noun* "book," denoting the *object* of her love; hence the verb is transitive, and the noun in the objective case.

The *verb* "can read" is in the potential mode, because it declares Anna's *power* to read; in the present tense, because it declares that she can read *now;* and is directly limited by the *personal pronoun* "it," which is the object of its action; hence "can read" is transitive, and "it" is in the objective case. The remaining words may be analyzed, as in the preceding examples.

EXERCISES.

If ye love me, keep my commandments.
The general intends to go to the seat of war.
The gentleman desires to see his daughter happy
When father returns, we can finish our work.
The scholars may go to their seats.
Soldiers must obey their officers.

QUESTIONS.

In what mode is "love," in the first exercise? Why?
By what conjunction is the condition indicated?
In what tense is the verb? Why?
Is it transitive, or intransitive? Why?
In what mode and tense is the *verb* "keep"? Why?

What is its limiting object?
Is it transitive, or intransitive?

NOTE. Construct and analyze, as above.

§ 88. The IMPERFECT TENSE is used to denote indefinite past time; as in the following forms of the verb *love*:—

Indicative Mode. Loved, lovedst.

Potential Mode. Might love, could love, would love, should love; mightst love, couldst love, wouldst love, shouldst love.

Subjunctive Mode. Indicative and potential forms preceded by *if, though*, &c.

EXAMPLE.

The boy loved play, but he could not work.

Here the *verb* "loved," used for simple declaration, is in the indicative mode; denoting indefinite past time, it is in the imperfect tense; and being directly limited by the *noun* "play," it is transitive.

The *verb* "could work," used to declare *power*, is of the potential mode; denoting indefinite past time, it is in the imperfect tense; and not admitting a direct limiting object, it is intransitive.

EXERCISES.

Sarah heard her mother, but would not obey her.

She stood upon the loftiest peak.

William might learn, if he would study.

We could not tell our exact position, till we saw the lighthouse.

The gentleman informed us that he should return.

QUESTIONS.

In the first exercise, what is the first predicate?
Is it transitive, or intransitive? Why?
In what mode and tense is it? Why?
What is the second predicate?
Is it transitive, or intransitive? Why?
In what mode and tense is it? Why?

NOTE. Construct and analyze, as above.

§ 89. The PERFECT TENSE is used to denote past time, alluding also to the present; as in the following forms of the verb *love*: —

Indicative. Have loved, hast loved; has loved, hath loved.

Potential. May have loved, can have loved, must have loved; mayst have loved, canst have loved.

Subjunctive. Indicative and potential forms preceded by *if*, &c.

Infinitive. To have loved; *a form of the indicative* preceded by *to*.

EXAMPLE.

Our friends may have heard of the disaster, but they have not mentioned it.

Here the *verb* "may have heard," being used to

declare *possibility*, is in the potential mode; and it is in the *perfect tense*, because it denotes past time, and alludes also to the present.

The *verb* "have mentioned," being used for simple declaration, is in the indicative mode; and it is in the *perfect tense*, because it denotes past time, and alludes to the present. The other words are disposed of as in preceding examples.

EXERCISES.

If the gentleman has left town, he has probably returned to his family in the country.

George must have rejoiced at his father's success.

William has not received a letter, though his brother may have written.

I will search the records, lest he may have disposed of the property.

QUESTIONS.

What is the subject of the first clause, in the first exercise?

What is the predicate? By what object is it correctly limited?

Is it transitive, or intransitive?

In what mode and tense is it? Why?

What does "has" represent? In what relation?

Of what person, number, gender, and case, is it?

Is the *verb* "has returned" transitive, or intransitive? Why?

In what mode and tense is it? Why?

What connects the two clauses?

NOTE. Construct and analyze, as above.

§ 90. The PLUPERFECT TENSE is used to denote past time, preceding a specified past time; as in the following forms of the verb *love*:—

Indicative. Had loved; hadst loved.

Potential. Might have loved, could have loved, would have loved, should have loved; mightst have loved, couldst have loved, wouldst have loved, shouldst have loved.

Subjunctive. Indicative and potential forms preceded by *if*, &c.

EXAMPLE.

Washington had served his country in the army before the revolution.

In this sentence, the *noun* "Washington" is of the third person, singular number, masculine gender, and nominative case, because it denotes *one* person, of the male sex, as spoken of, in the relation of a subject.

The *verb* "had served" is the predicate; and is transitive, because it admits a direct object; in the indicative mode, because it is used for simple declaration; and in the *pluperfect tense*, because it denotes past time, preceding a specified past time. It is directly limited by the *noun* "country," showing *what* he had served, and indirectly by the *noun* "army," showing *in* what he had served, and the *noun* "revolution," specifying past time, *before* which he had served.

EXERCISES.

The Puritans had heard of America before they left England.

The children would have obeyed the teacher, if he had not yielded to them.

The boys had gone to school when I arrived.

If the girl had behaved well, her teacher would not have reprimanded her.

QUESTIONS.

In the first exercise, what is the subject of the first clause?
Of what person, number, and case, is it? Why?
What is the predicate?
Is it transitive, or intransitive? Why?
In what mode is it? Why?
In what tense? Why?
What is the subject of the second clause?
What does it represent?
Of what person, number, and case, is it?
What is the predicate?
Is it transitive, or intransitive?
In what mode and tense is it? Why?

§ 91. The FUTURE TENSE is used to denote indefinite future time; as in the following forms of the verb *love*: —

Indicative. Shall love, will love; shalt love, wilt love.

Subjunctive. Indicative form preceded by *if*, &c.

EXAMPLE.

James will see his father.

Here the *noun* "James," denoting one person, of

the male sex, as spoken of, in the relation of a subject, is of the third person, singular number, masculine gender, and nominative case.

The *verb* "will see" is the predicate; and is transitive, because it admits a direct object; in the indicative mode, because it is used for simple declaration; and *future tense*, because it is used to denote indefinite future time. It is directly limited by the *noun* "father," which, denoting one person, as spoken of, in the relation of an object, is of the third person, singular number, and objective case.

The *personal pronoun* "his," representing the *noun* "James," in the relation of a possessor, is of the third person, singular number, masculine gender, and possessive case; and directly limits the *noun* "father."

EXERCISES.

If Jane will learn her lessons, she will deserve the commendation of her teacher.

We will try to do our duty.

I shall go to my friend's party.

If you will visit me, I will return with you.

I will arise, and will go to my father.

QUESTIONS.

In the first exercise, what is the predicate of the first clause?

Is it transitive, or intransitive? Why?

In what mode is it?

By what conjunction is its mode indicated?

In what tense is it? Why?

Is the *verb* "will deserve" transitive, or intransitive Why?

In what mode and tense is it? Why?

§ 92. The FUTURE PERFECT TENSE is used to denote future time preceding a specified time; as in the following forms of the verb *love*: —

Indicative. Shall *or* shalt, will *or* wilt have loved.

Subjunctive. Indicative form preceded by *if*, &c

EXAMPLE.

I shall have dined before you will return.

Here the *personal pronoun* "I," representing the person speaking, in the relation of a subject, is of the first person, singular number, and nominative case.

The *verb* "shall have dined" is the predicate; and is intransitive, because it does not admit a direct object; in the indicative mode, because it is used for simple declaration; and *future perfect tense*, because it denotes future time preceding a specified time.

'You," the subject of the second clause, is of the second person, singular number, and nominative case.

The *verb* "will return" is the predicate; and is intransitive, because it does not admit a direct object; in the indicative mode, because it is used for simple declaration; and in the future tense, because it denotes indefinite future time.

The *connective* "before" shows the relation of time between the two actions; the action indicated by the future perfect tense preceding that indicated by the future.

EXERCISES.

Charles will have learned his lesson before recess.

The cars will have gone before the time which the gentleman mentioned.

The resolution will have passed both houses before the close of to-morrow's session.

James will have arrived before sundown.

Ere to-morrow's dawn, how many of our race will have ceased to exist on earth!

QUESTIONS.

In the first exercise, what is the subject?
Of what person, number, gender, and case, is it? Why?
What is the predicate?
Is it transitive, or intransitive? Why?
In what mode is it? Why?
In what tense? Why?
By what is it directly limited?
By what is it indirectly limited?
What connects "recess" with the predicate?

NOTE. Construct and analyze, as above.

§ 93. A subject of the third person and singular number, requires a change in the termination of the verb in the present and perfect tenses of the indicative mode.

Present. Loves. *Perfect.* Has loved.

REMARK. *Loveth* will sometimes be found instead of *loves*, and *hath loved* instead of *has loved*.

EXAMPLE.

A good boy loves his parents.

In this sentence, the *noun* "boy," denoting one person, of the male sex, as spoken of, in the relation of a subject, is of the third person, singular number, masculine gender, and nominative case. It is directly limited by the *adjective* "good" and the *article* "a."

The *verb* "loves" is the predicate; and is transitive, because it admits a direct object; in the indicative mode, because it is used for simple declaration; in the present tense, because it denotes present time; and changed in its termination by the addition of the letter *s*, because its subject is of the third person and singular number. The *noun* "parents," denoting more than one person, as spoken of, in the relation of a direct object, is of the third person, plural number, and objective case; and is directly limited by the *personal pronoun* "his," representing "boy," in the relation of a possessor, and therefore of the third person, singular number, and possessive case.

EXERCISES.

William's father has sold his house.
This has been a pleasant day to me.
The glimmering landscape fades away.
The lowing herd winds slowly over the lea.
The path of glory leads to the grave.
He has suffered the penalty of his crimes

QUESTIONS.

In the first exercise, what is the subject?
Of what person, number, gender, and case, is it? Why.
By what is it directly limited?
Of what person, number, and case, is "William's"? Why?
What is the predicate?
Is it transitive, or intransitive? Why?
In what mode? Why?
In what tense? Why?
What change is made in the verb to adapt it to a noun of the third person singular number?

§ 94. *Thou*, *who*, and *that*, representing nouns of the second person and singular number, require a change in the termination of the verb, from the common to the formal style.

INDICATIVE MODE.

Present tense. . . Lovest *or* dost love.
Imperfect. . . . . Lovedst *or* didst love
Perfect. . . . . . Hast loved.
Pluperfect. . . . Hadst loved.
Future. . . . . . Shalt *or* wilt love.
Future Perfect. . Shalt *or* wilt have loved.

POTENTIAL MODE.

Present. . . Mayst *or* canst love.
Imperfect. . Mightst, couldst, wouldst, *or* shouldst love.
Perfect. . . Mayst *or* canst have loved.
Pluperfect. . Mightst, couldst, wouldst, *or* shouldst have loved.

EXAMPLE.

Thou, O God, hast created all things.

In this sentence, the *personal pronoun* "thou," representing the *noun* "God," as addressed, in the relation of a subject, is of the second person, singular number, and nominative case. The predicate "hast created" is transitive, because it admits a direct object; in the indicative mode, because it is used for simple declaration; and perfect tense, because it expresses past time, alluding also to the present; and is changed from the common style, "have," to the formal style, "hast," being the appropriate form of the verb when joined with the subject "thou."

The *interjection* "O" is used to express the emotion of *reverence.*

The *noun* "God," denoting the being addressed, and having no grammatical relation to other words is of the second person, singular number, and used independently. The predicate "hast created" is directly limited by the *noun* "things," which, denoting more than one, as spoken of, and being the direct object of a verb, is of the third person, plural number, and objective case; and is directly limited by the *indefinite pronoun* "all."

EXERCISES.

Thou openest thy hand, and satisfiest the desire of every living thing.

Thou, that art the Author of all good things.

God, who art ever near us, wilt thou hear and answer us?

Thou shalt lie down with kings.
If thou wouldst learn this truth, enter these wild woods.

QUESTIONS.

In the first exercise, what is the subject?
What two words constitute the compound predicate?
Of what person and number is the subject?
In what mode and tense are the *verbs* "openest" and "satisfiest"? Why?
What is the form of each verb in common style, when used in the indicative mode and present tense, with a subject of the second person?
Why are they changed to the formal style in this sentence?
By what is "openest" directly limited?
By what is "satisfiest" directly limited?
By what is "desire" indirectly limited?
In what case are the *nouns* "hand," "desire," and "thing"?

NOTE. Construct and analyze, as above.

§ 95. Verbs in their formation are either regular or irregular.

§ 96. (*a.*) A verb is *regular*, when its imperfect tense and perfect participle are formed by adding to the simple form of the present *ed*, or *d* only when the verb ends in *e*.[a]

[a] Sometimes, when *ed* is added, the final consonant is doubled; as *permit, permitted.*

When *ed* is added to a verb ending in *y* preceded by a consonant, the *y* is changed into *i*. The same change is made, under the same circumstances, when *es* is added

(*b.*) "When the imperfect tense or perfect participle is not formed by adding *d* or *ed*, the verb is *irregular*."

§ 97. The following table exhibits a connected view of all the forms of a verb, except the passive, in the tenses of the several modes, as illustrated in the preceding sections.

TABLE X.

PRINCIPAL PARTS.

Present. LOVE. *Imperfect.* LOVED.
Perfect Participle. LOVED.

Common Style.

REMARK. A verb in the common style is not varied on account of the person and number of its subject, except in the present and perfect tenses of the indicative form.

INDICATIVE MODE.

Present.	When the subject is of the third person singular. . .	Loves *or* does love.
	With any other subject. . . .	Love *or* do love.
Imperfect.		Loved *or* did love.
Perfect.	When the subject is of the third person singular. . .	Has loved.
	With any other subject. . . .	Have loved.
Pluperfect.		Had loved.
Future.		Shall *or* will love.
Future Perfect.		Shall *or* will have loved.

POTENTIAL MODE.

Present. . . May, can, *or* must love.
Imperfect. . . Might, could, would, *or* should love.
Perfect. . . May, can, *or* must have loved.
Pluperfect. . Might, could, would, *or* should have loved.

SUBJUNCTIVE MODE.

Indicative and potential forms preceded by *if*, &c

IMPERATIVE MODE.

Present. . . . . . Love *or* do love.

INFINITIVE MODE.

Present. . . . . . To love.
Perfect. . . . . . To have loved.

PARTICIPLES.

Imperfect. . . . . . Loving.
Perfect. . . . . . Loved.
Compound Perfect. . Having loved.

Formal Style.

REMARK. Used only with a subject of the second person and singular number.

INDICATIVE MODE.

Present. . . . . . Lovest *or* dost love.
Imperfect. . . . . Lovedst *or* didst love.
Perfect. . . . . . Hast loved.
Pluperfect. . . . Hadst loved.

Future. . . . . . Shalt *or* wilt love.
Future Perfect. . Shalt *or* wilt have loved.

POTENTIAL MODE.

Present. . . . . Mayst *or* canst love.
Imperfect. . . . . Mightst, couldst, wouldst, *or* shouldst love.
Perfect. . . . . Mayst *or* canst have loved.
Pluperfect. . . . Mightst, couldst, wouldst, *or* shouldst have loved.

SUBJUNCTIVE MODE.

Indicative and potential forms preceded by *if*, &c.

§ 98. The following table exhibits the manner in which the several modes and tenses are formed from the *principal parts* of the verb, as shown in the preceding table.

TABLE XI.

Common Style.

INDICATIVE MODE.

The compound tenses of this mode are formed by the aid of the following words prefixed to the present tense or perfect participle: —

Perfect. . . . . . HAVE *or* HAS, } to the
Pluperfect. . . . HAD, } perfect
Future Perfect. . SHALL *or* WILL HAVE, } participle.
Future. . . . . SHALL *or* WILL, to the present.

POTENTIAL MODE.

The tenses of this mode are formed by the aid of the following words prefixed to the present tense or perfect participle: —

Present.	MAY, CAN, *or* MUST,	to the present.
Imperfect.	MIGHT, COULD, WOULD, *or* SHOULD,	
Perfect.	MAY, CAN, *or* MUST HAVE,	to the perfect participle.
Pluperfect.	MIGHT, COULD, WOULD, *or* SHOULD HAVE,	

INFINITIVE MODE.

In this mode, the *perfect* tense is formed by prefixing HAVE to the perfect participle.

PARTICIPLE.

The compound perfect participle is formed by prefixing HAVING to the perfect participle.

REMARK. Words prefixed in the formation of the modes and tenses, are called *auxiliaries.*

EXERCISES.

PRINCIPAL PARTS.

Present.	*Imperfect.*	*Perfect Participle*
Live,	Lived,	Lived.
Brand,	Branded,	Branded.
Permit,	Permitted,	Permitted.
Deny,	Denied,	Denied.
Buy,	Bought,	Bought.
Send,	Sent,	Sent.

Present.	*Imperfect.*	*Perfect Participle.*
Find,	Found,	Found.
See,	Saw,	Seen.

NOTE. Let the pupil give the forms of all the tenses of each of the above verbs, in the several modes, telling how each is formed.

QUESTIONS.

COMMON STYLE.

In what tenses of the indicative mode is the verb varied on account of the person and number of its subject?

With what letter does a verb of the indicative form and present tense end, when its subject is third person singular?

Into what is the *auxiliary* "have," used to form the perfect tense, changed, when the subject is third person singular?

What auxiliary is used in the formation of the pluperfect tense?

To which of the principal parts of a verb is this auxiliary prefixed?

What auxiliary is used to form the future?

To which of the principal parts of a verb is it prefixed?

What auxiliaries are used to form the future perfect?

To what part of a verb are these prefixed?

What tenses in the indicative form are composed of auxiliaries prefixed to the perfect participle?

What auxiliaries are prefixed to the simple form of the present indicative to make the present in the potential mode?

What is prefixed to the same to form the imperfect?

What auxiliaries are prefixed to the perfect participle to form the perfect?

What prefixed to the same to form the future perfect?

What forms of the verb are used for the subjunctive mode?

By what are these forms generally preceded when a verb is in this mode?

How is the perfect of the infinitive formed?

How is the compound perfect participle formed?

With a subject, of what person and number is a verb in the formal style used?

FORMAL STYLE.

What are the forms of the verb in each tense of the indicative and potential modes, when the subject requires the formal style?

§ 99. The following table exhibits a connected view of the forms of the irregular verb AM or BE, in the several modes and tenses:—

TABLE XII.

PRINCIPAL PARTS.

Present. AM *or* BE. *Imperfect.* WAS.
Perfect Participle. BEEN.

Common Style.

REMARK 1. This verb, in the common style, is not varied on account of the person and number of its subject, except in the present, imperfect, and perfect tenses of the indicative form.

INDICATIVE MODE.

Present.	When the subject is of the first person singular,	Am.
	When the subject is of the third person singular,	Is.
	With any other subject,	Are.
Imperfect.	When the subject is of the first or third person singular,	Was.
	With any other subject,	Were.
Perfect.	When the subject is of the third person singular,	Has been.
	With any other subject,	Have been.
Pluperfect.		Had been.
Future.		Shall *or* will be.
Future Perfect.		Shall *or* will have been

POTENTIAL MODE.

Present. . . May, can, *or* must be.
Imperfect. . Might, could, would, *or* should be
Perfect. . . May, can, *or* must have been.
Pluperfect. . Might, could, would, *or* should have been.

SUBJUNCTIVE MODE.

Remark 2. Indicative and potential forms preceded by *if*, &c.; and sometimes, in the present and imperfect tenses, the following forms, which are not varied on account of the person and number of the subject: — *Present*, Be; *Imperfect*, Were.

IMPERATIVE MODE.

Present. . . Be.

INFINITIVE MODE.

Present. . . To be.
Perfect. . . To have been.

PARTICIPLES.

Imperfect. . . . . . Being.
Perfect. . . . . . Been.
Compound Perfect. . . Having been.

Formal Style.

Remark 3. Used only with a subject of the second person and singular number.

INDICATIVE MODE.

Present. . . . . . Art.
Imperfect. . . . . . Wast *or* wort
Perfect. . . . . . Hast been.
Pluperfect. . . . . Hadst been.
Future. . . . . . Shalt *or* wilt be.
Future Perfect. . . Shalt *or* wilt have been.

POTENTIAL MODE.

Present. . . . . . Mayst *or* canst be.
Imperfect. . . . . Mightst, couldst, wouldst, *or* shouldst be.
Perfect. . . . . . Mayst *or* canst have been.
Pluperfect. . . . Mightst, couldst, wouldst, *or* shouldst have been.

SUBJUNCTIVE MODE.

Remark 4. Indicative and potential forms preceded by *if*, &c.; also the two forms peculiar to this verb alone, and used only in this mode.

QUESTIONS.

COMMON STYLE

In which tense of the indicative does this verb alone have two forms?

What are the three forms of the present? When is each used?

What are the two forms of the imperfect? When is each used?

What are the two forms of the perfect? When is each used?

Are the pluperfect, future, and future perfect formed by prefixing the same auxiliaries as in the verb *love*?

To what are these auxiliaries prefixed?

Are the tenses of the potential formed as in the verb *love?*

What two forms in the subjunctive are peculiar to this verb alone?

In what tenses are they used?

Which form is appropriated to each tense?

Is either of these two peculiar forms varied on account of the person and number of the subject?

§ 100. When an *imperfect* participle is annexed to the verb AM or BE, in any of its modes and tenses, the verb is said to be in the PROGRESSIVE form; as,

Present. . . . Am running.
Imperfect. . . Was running.
Perfect. . . . Have been running.
&c. &c. [See APPENDIX.]

§ 101. When a *perfect* participle is annexed to the verb AM or BE, in any of its modes and tenses, the verb is said to be in the PASSIVE form.

Present. . . . Am loved.
Imperfect. . . Was loved.
Perfect. . . . Have been loved.
&c. &c. [See APPENDIX.]

§ 102. An adjective is made to express different degrees of the same quality, either by a change in termination, or by prefixing certain adverbs to its positive or simple form.

§ 103. (*a.*) An adjective in the *positive form* simply expresses the quality of an object.

(*b.*) An adjective in the *comparative form* expresses a higher or lower degree of the quality.

(*c.*) An adjective in the *superlative form* expresses the highest or lowest degree of the quality.

REMARK 1. An adjective of one syllable is generally made to express a higher degree by adding *r* or *er*, and the highest by adding *st* or *est* to the positive form.

REMARK 2. An adjective of more than one syllable is generally made to express a higher degree by prefixing *more*, and the highest by prefixing *most*, to the positive form.

REMARK 3. Adjectives of one or more syllables are made to express a lower degree of the quality by prefixing *less*, and the lowest by prefixing *least*, to the positive form.

COMPARISON OF ADJECTIVES.

Positive.	*Comparative.*	*Superlative.*
Wise,	Wiser,	Wisest.
Tall,	Taller,	Tallest.
Industrious,	More industrious,	Most industrious.
Industrious,	Less industrious,	Least industrious.
Wise,	Less wise,	Least wise.

REMARK 4. Many adjectives of two syllables, ending in *y* or silent *e*, are compared in either manner; as,

Positive.	*Comparative.*	*Superlative.*
Ample,	Ampler,	Amplest.
Ample,	More ample,	Most ample.
Ample,	Less ample,	Least ample.
Happy,	Happier,	Happiest.
Happy,	More happy,	Most happy.
Happy,	Less happy,	Least happy.

REMARK 5. Some adjectives are irregularly compared; as,

Positive.	*Comparative.*	*Superlative.*
Good,	Better,	Best.
Bad, ill, *or* evil,	Worse,	Worst.
Little,	Less,	Least.
Much *or* many,	More,	Most.
Near,	Nearer,	Nearest *or* next.

REMARK 6. Some adjectives cannot be compared, because the quality does not admit of change in degree; as,

Endless, Absent, Present, Boundless, Almighty.

NOTE. An adjective derived from a noun which is the name of a particular person or place, should begin with a capital letter; as, "the *American* nation," "the *Platonic* school.

(*d.*) The articles *a* and *an* are called *indefinite*, and limit nouns in the singular number only.

(*e.*) The article *the* is called *definite*, and limits nouns of either number.

(*f.*) The indefinite article *an* is used only before words beginning with a vowel sound, and before words beginning with the sound of *h*, and accented on the second syllable.

EXAMPLE.

An honest man is the noblest work of God.

In this sentence, the *indefinite article* "an," placed before the *adjective* "honest," which begins with a *vowel sound*, limits the *noun* "man," which is of the *singular number*.

The *adjective* "honest," simply expressing quality, is in the *positive degree*, and directly limits the *noun* "man." The *definite article* "the" directly limits the *noun* "work." The *adjective* "noblest," expressing the highest degree of the quality, is in the *superlative degree*, and limits "work."

The other words may be analyzed as in preceding examples.

EXERCISES.

The greatest heroes are not always the best men.

Truer men never lived.

The most industrious children will probably be the most successful men.

The lecture was less interesting than I expected

QUESTIONS.

By what article is the *noun* "heroes' limited?
Is it definite, or indefinite?
By what other word is "heroes" directly limited?
To what class does it belong?
What quality does it express?
What degree of the quality?
In what form is it?
Is it regularly compared?
What quality does the *adjective* "best" express?
What degree of the quality?
Is it regularly compared?

NOTE. Construct and analyze, as above

§ 104. Adjectives, like adjective pronouns, are sometimes used in the relations of the nouns which they limit, and thus save the expression or repetition of those words.

EXAMPLE.

The benevolent never neglect an opportunity to do good.

In this sentence, "benevolent" not only performs the office of an adjective, but is used as the subject, in the relation of the *noun* "persons," of which it saves the expression. It is of the third person, plural number, and nominative case, because it represents a noun of that person, number, and case.

The *verb* "neglect," the predicate, is transitive, in the indicative mode, present tense, and directly limited

by the *adverb* "never," and the *noun* "opportunity," which is its direct object.

"Opportunity," denoting one thing, as spoken of, in the relation of an object, is of the third person, singular number, and objective case; and is directly limited by the *indefinite article* "an," which is placed before a word beginning with a vowel sound; and indirectly by the *verb* "do," connected with it by the *preposition* "to."

The *verb* "do" is transitive, in the infinitive mode and present tense, and directly limited by the *adjective* "good," used as its object, in the relation of the *noun* "deeds," of which it saves the expression.

"Good" is of the third person, plural number, and objective case, because it represents a noun of that person, number, and case.

EXERCISES.

The most gay became thoughtful.
Wise men are not always the happiest.
Do good to all men.
Many desire wealth, but few obtain it.
We should cultivate a taste for the beautiful

QUESTIONS.

What is the subject of the first exercise?
In the relation of what noun is it used?
What other office does it perform?
By what *adverb* is it limited?
What is the predicate?
By what is the predicate directly limited?
What connects the *adjective* "thoughtful" with the subject?

NOTE. Construct and analyze, as above.

§ 105. Some adverbs, like adjectives, may be compared; as,

Positive.	*Comparative.*	*Superlative.*
Often,	Oftener,	Oftenest.
Soon,	Sooner,	Soonest.
Wisely,	More wisely,	Most wisely.
Wisely,	Less wisely,	Least wisely.

Remark 1. Some adverbs are irregularly compared; as,

Positive.	*Comparative.*	*Superlative.*
Well,	Better	Best.
Ill *or* badly,	Worse,	Worst.
Much,	More,	Most.
Little,	Less,	Least.
Far,	Farther,	Farthest.
Far,	Further,	Furthest.

Remark 2. The force of the comparative or superlative degree is sometimes increased by prefixing the article *the* to the adverb.

Remark 3. Adverbs which connect clauses are called *connective* adverbs.

EXAMPLE.

The gentleman urged his request most earnestly.

In this sentence, the *noun* "gentleman," the subject, is of the third person, singular number, masculine gender, and nominative case; and is directly limited by the *definite article* "the."

The *verb* "urged," the predicate, is transitive; in the indicative mode, imperfect tense, and directly limited by the *noun* "request," and the *adverb* "most earnestly," which is in the *superlative degree.*

"Request" is of the third person, singular number, and objective case, and is directly limited by the *personal pronoun* "his;" which is of the third person, singular number, masculine gender, and possessive case, and represents the *noun* "gentleman."

EXERCISES.

I honor him the more for his frankness.

The better the boy behaves, the sooner he will be dismissed.

Edward saw the gentleman when he returned.

Beauty is less desirable than goodness.

William has thought more wisely upon the subject.

Men think more of their rights than of their duties.

QUESTIONS.

What is the subject of the first exercise?
What is the predicate?
What is the direct object of the predicate?
By what adverb is the predicate limited?
In what degree of comparison is it?
What word is prefixed to it? For what purpose?
What noun indirectly limits the predicate?
What word denotes *whom* I honor?
What word denotes the *degree*?
What word denotes the cause?

NOTE. Construct and analyze, as above.

RULES

FOR

ANALYSIS AND CONSTRUCTION.

---

1. THE subject of a proposition is in the nominative case.

REMARK 1. The subject may be a *noun;* as, "*Virtue* ennobles;" — or a *pronoun;* as, "*He* learns;" — or a *phrase;* as, "*To see the sun* is pleasant;" — or a *clause;* as, "*That he spoke the truth* was evident."

REMARK 2. The subject or the predicate may be compound; as, "*John and William* went to Boston. John called, and saw his uncle."

2. The predicate is sometimes varied in form on account of the person and number of its subject.

REMARK 1. This variation occurs, in common style, in the present and perfect tenses of the indicative form, when the subject is of the third person singular. It consists in adding *s* or *es* to the common form in the present, and substituting "*has*" for "*have*" in the perfect; as, "He runs;" "He *has* run."

REMARK 2. The verb "be" is varied in the pres-

ent and imperfect tenses of the indicative form, when the subject is of the first or third person singular, and in the perfect, when the subject is of the third person singular. (See Table XII.)

Remark 3. Two or more nouns or pronouns of the third person, connected by "and," and constituting a compound subject, are generally represented by a plural pronoun, and require the *common* form of the verb; as, "Virtue and vice *have their* reward."

Remark 4. Two or more nouns or pronouns of the third person singular, connected by "or" or "nor," and constituting a compound subject, are represented by a singular pronoun, and require the appropriate form of the verb for that person and number; as, "Neither James nor John *has* seen *his* father."

Remark 5. The formal style requires an appropriate form of the verb when the subject is of the second person singular. (See Table X.)

3. Adjectives, adjective pronouns, and participles, directly limit nouns and their substitutes; as, "Good boys;" "All men;" "*That he spoke the truth* is *evident.*"

Remark 1. The indefinite article directly limits nouns of the singular number only; as, "A man;" "An hour."

Remark 2. The definite article limits nouns of either number; as, "The house;" "The houses."

Remark 3. The indefinite article sometimes limits an adjective of number; as, "*A few* men;" "*A hundred* men."

REMARK 4. The definite article is sometimes placed before comparatives and superlatives; as, "*The more* I see him, *the better* I like him."

REMARK 5. Adjectives, adjective pronouns, and participles, are sometimes used in the relations of nouns.

REMARK 6. An adjective directly limiting the predicate, is connected by it with the subject to which it refers; as, "William is industrious."

4. Adverbs directly limit verbs, adjectives, participles, and other adverbs; as, "A *very* wise man may *sometimes* act *very foolishly*."

5. A noun or pronoun directly limiting another, and denoting the same person or thing, is in the same case; as, "*William*, the *blacksmith*, has arrived."

6. A noun or pronoun directly limiting an intransitive or passive verb or its participles, and denoting the same person or thing as the subject, or word preceding it, is in the same case; as, "*Honesty* is the best *policy*;" "I know *him* to be an honest *man*;" "*William*, *being* a good *boy*, was happy."

7. A noun or pronoun denoting the possessor or owner, directly limiting another.

is in the possessive case; as, "*William's* book has been badly used."

REMARK. "When two or more nouns denoting joint possession limit a word, the possessive *form* is required only in the one which immediately precedes the word limited; as, "*William* and *Mary's* books are torn."

8. The direct object of a transitive verb, or its participles, is in the objective case; as, "Men worship God;" "I saw John studying his lesson."

REMARK 1. Participles derived from transitive verbs, though used in the relations of nouns or adjectives, are directly limited by nouns or pronouns in the objective case; as, "The exercise of *singing bass* has a great effect in *imparting command* of deep-toned expression."

REMARK 2. When the participle is limited by an article, adjective, or a noun or pronoun in the possessive case, it becomes a noun, and will not admit a direct object; as, "By *the using* of the faculties they become strengthened."

9. A noun or pronoun indirectly limiting a word with which it is connected by a preposition, is in the objective case; as, "Men of *sense* differ;" "John went to *Boston*."

REMARK. The preposition is sometimes omitted, but must be supplied in analyzing.

10. A verb indirectly limiting a word with which it is connected by the preposition *to*, is in the infinitive mode.

Remark 1. When a verb in the infinitive mode is preceded by *bid*, *dare*, *hear*, *feel*, *make*, *see*, *let*, or *need*, and a few others, the preposition *to* is commonly omitted.

Remark 2. The word limited by a verb in the infinitive mode, is sometimes omitted; as, "To confess the truth, I was in fault;" i. e., "*I say*."

11. A noun or pronoun having no grammatical relation to the sentence, is used independently in the nominative case.

Remark. A noun or pronoun may be independent either *by direct address;* as, "Charles, come to me;" —or *by exclamation;* as, "Poor Indians! where are they now?" —or *by redundancy;* as, "The pilgrim fathers, where are they?" — or *with a participle;* as, "John being sick, a physician was called."

12. The interjection has no grammatical relation to the sentence; as, "*Alas!* I fear for life;" "*O!* how wretched is the man that hangs on princes' favors!"

13. Personal pronouns must agree in *person* and *number* with the nouns which they represent; as, "I saw the *gentlemen* when *they* left."

Remark 1. Personal pronouns of the third person and singular number, must agree also in *gender* with the nouns which they represent; as, "John saw *his* father;" "Anna loved *her* mother."

Remark 2. A noun used figuratively requires the pronoun to agree with it in gender, in the figurative sense; as, "Give to *Repose* the solemn hour *she* claims."

Remark 3. The personal pronoun *it* is sometimes used to represent a phrase or a clause; as, "*It* is pleasant *to see the sun;*" "*It* was evident *that he told the truth.*"

Remark 4. *It* is sometimes used without reference to the number or gender of the noun which it represents; as, "I took the *child,* and *it* cried;" "*It* is our *passions* which we ought most to fear."

14. Prepositions connect, and show the relation between words; as, "He went from Boston *to* Providence."

15. Conjunctions connect words, phrases, and clauses. (See Table III.)

Remark 1. Conjunctions connect nouns and pronouns in the same case; as, "He *and* she will be here;" "I shall see him *and* her."

Remark 2. Conjunctions connect verbs of the same mode and tense; as, "He came *and* told me."

Remark 3. Conjunctions sometimes connect verbs of different modes and tenses; as, "He *saw,* and *must have known it.*"

Remark 4. Conjunctions connect words of the

same class in the same relations; as, "A *great* and *good* man;" "They labored *steadily* and *faithfully*."

16. A connective adverb connects an adverbial clause with the word limited by that clause; as, "I *saw* him *when he was here*."

17. A relative pronoun connects a relative clause with the word limited by the clause; as, "William, *who was present*, acquiesced."

18. Substitutes for nouns are of the same person, number, and gender, as the nouns which they represent.

EXAMPLES

OF

SENTENCES ANALYZED ACCORDING TO THE PRECEDING RULES.

1.

William speaks well.

In this sentence, the proper noun "William" is the subject, and is of the third person, singular number, and nominative case.

The verb "speaks" is the predicate, and is irregular,

intransitive, in the indicative mode, present tense, and has the appropriate form for a subject in the third person singular.

The adverb "well" directly limits "speaks."

2.

To see the sun is pleasant

In this sentence, the phrase "to see the sun" is the subject, and is of the third person, singular number, and nominative case.

The verb "is" is the predicate, and is irregular, intransitive, in the indicative mode, present tense, and has the appropriate form for a nominative of the third person singular.

The adjective "pleasant" directly limits the predicate, which connects it with the subject, "To see the sun," to which it refers.

3.

William gave me the book, and I now give it to you.

This is a compound sentence, consisting of two clauses.

The proper noun "William" is the subject of the first clause, and is of the third person, singular number, and nominative case.

The verb "gave" is the predicate, and is irregular-transitive, in the indicative mode and imperfect tense.

The personal pronoun "me" is of the first person

singular number, objective case, and indirectly limits "gave," with which it is connected by the preposition "to," which is not expressed.

The common noun "book" is of the third person, singular number, neuter gender, objective case, and directly limits the verb "gave," of which it is the object.

The definite article "the" directly limits the noun "book."

The conjunction "and" connects the two clauses.

The personal pronoun "I" is the subject of the second clause, and is of the first person, singular number, and nominative case.

The verb "give" is the predicate, and is irregular, transitive, in the indicative mode and present tense.

The adverb "now" directly limits the verb "give."

The personal pronoun "it," representing "book," in the relation of an object, is of the third person, singular number, neuter gender, objective case, and directly limits "give."

The personal pronoun "you" is of the second person, singular number, objective case, and indirectly limits "give," with which it is connected by the preposition "to."

4.

Thou, William, still art young, and dost not see the danger.

Here, two things are predicated of the same person the predicate, therefore, is compound.

The personal pronoun "thou" is the subject, and

is of the second person, singular number, and nominative case.

The proper noun "William" is of the second person, singular number, and used independently, in the nominative case, by direct address.

The verb "art" is the first predicate, and is irregular, intransitive, in the indicative mode, present tense, formal style.

The adverb "still" directly limits the verb "art."

The adjective "young" directly limits the verb "art," which connects it with the subject "thou," to which it refers.

The conjunction "and" connects the verb "dost see," which is the second predicate, with the first predicate, "art."

"Dost see" is irregular, transitive, in the indicative mode, present tense, and formal style.

The adverb "not" directly limits the verb "dost see."

The noun "danger" directly limits "dost see," and is of the third person, singular number, and objective case.

The definite article "the" directly limits the noun "danger."

5.

In loving the excellent, we receive strength to follow them.

In this sentence, the personal pronoun "we" is the subject, and is of the first person, plural number, and nominative case.

The verb "receive" is the predicate, and is regular, transitive, in the indicative mode and present tense.

The noun "strength" is of the third person, singular number, objective case, and directly limits the predicate, denoting what we receive.

The participle "loving," here used in the relation of a noun, is in the objective case, and indirectly limits the predicate, with which it is connected by the preposition "in," denoting the *means* by which we receive strength.

The adjective "excellent," used in the relation of the noun "persons," of which it saves the expression, is of the third person, plural number, objective case, and directly limits the participle "loving," of which it is the direct object.

The verb "follow" is regular, transitive, in the infinitive mode, present tense, and indirectly limits the noun "strength," with which it is connected by the preposition "to."

The personal pronoun "them," representing "persons," in the relation of a limiting object, is of the third person, plural number, objective case, and directly limits the verb "follow."

SEQUEL

TO

GRADUAL LESSONS IN GRAMMAR.

BY

DAVID B. TOWER,

AND

BENJAMIN F. TWEED,

PRINCIPAL OF THE BUNKER HILL SCHOOL, CHARLESTOWN

NEW YORK:
PUBLISHED BY DANIEL BURGESS & CO.,
(LATE CADY & BURGESS).
1854.

Entered according to Act of Congress, in the year 1848
By David B. Tower,
In the Clerk's Office of the District Court of Massachusetts.

PREFACE.

In the study of language, some acquaintance with the nature and relations of words, phrases, and clauses, is requisite before the pupil can fully comprehend the technicalities of grammar; and this knowledge can only be acquired by the analysis and construction of sentences. A still higher degree of knowledge is necessary to define the terms used, or to understand the definitions.

In the "Gradual Lessons in Grammar," the pupil was introduced understandingly to the different classes of words, and their several relations to each other; then to clauses and their relations. Each successive step was distinct, clearly defined, and consequent upon the preceding. One was fully illustrated before he was required to take another. First, the *fact* was exhibited, and then the technical term was applied. The pupil was made familiar with the relations, and then with the nomenclature of those relations.

The "Sequel" is an attempt to generalize the principles developed and illustrated in the preceding Lessons. The principles thus deduced will be found, in substance, the same as those in general use; the peculiarity of the work consisting principally in its arrangement, and in the prominence given to Analysis and Construction.

The minute distinctions, almost without a difference, and the superfluous nomenclature arising therefrom, which cumber late European works of this class, and which have been sedulously copied by some of our own grammarians, are carefully excluded from this work, as tending to produce "confusion worse confounded;" as frittering away time in trimming foliage, while the ungathered fruit is left to decay; as weakening intellect by the continual pressure of verbal minutiæ, when it should grow strong by wrestling with thought.

Park Street, Nov. 1847.

SEQUEL

TO

GRADUAL LESSONS IN GRAMMAR.

---

§ 106. ENGLISH GRAMMAR is the art of speaking and writing the English language correctly.[a]

It is usually considered under four general divisions.

§ 107. *Orthography* treats of the powers of letters, and of their combination in syllables and words.[b]

This part is fully explained in spelling-books and other elementary works.

§ 108. *Etymology* treats of the classification of words, and of the changes made in their forms.[c]

§ 109. *Syntax* treats of the construction of sentences, and of the relations of the words and members of sentences.

§ 110. *Prosody* treats of utterance, and of the arrangement of syllables in verse.

---

[a] § 1. [b] § 1, R. 1. [c] § 1, R. 2.

This part is practically considered in elementary and scientific works on elocution.

NOUN.

§ 111. Words used as names are nouns.[a]

§ 112. A common noun is a name common to a class of objects; as, *man*, *city*.

§ 113. A proper noun is the name used to distinguish a particular individual of a class; as, *Charles*, *Boston*.[b]

§ 114. Names of things of which we can only have an idea, as of qualities, are called *abstract nouns;* as, *goodness*, *truth*, *wisdom*, *hardness*.[c]

§ 115. A collective noun is a name used to designate an object consisting of many individuals; as, *school*, *senate*, *jury*.

§ 116. Person, number, gender, and case, belong to nouns.

PERSON.

§ 117. Person is applied to nouns, to distinguish the *speaker*, the person or thing *addressed*, and the person or thing *spoken of*.[d]

---

[a] § 2, R. 1. [b] § 2, R. 2. [c] § 2, R. 1. [d] § 58

§ 118. A noun is of the *first* person when t denotes the speaker; as,

"I, *George Washington*, hereby advise, that we should publicly give thanks to God for our success." [a]

§ 119. A noun is of the *second* person when it denotes the person or thing addressed; as,

"Thou, *William*, still art young, and dost not see the danger." [b]

§ 120. A noun is of the *third* person when it denotes the person or thing spoken of; as,

"*George* bought the *book*, but he has since given it to his *brother*." [c]

NUMBER.

§ 121. Number is the distinction between one object and more than one; as, *apple*, *apples*. [d]

§ 122. A noun denoting but one person or thing, is of the singular number; as, *man*, *cane*, *tree*. [e]

§ 123. A noun denoting more than one person or thing, is of the plural number; as, *men*, *canes*, *trees*. [f]

---

[a] § 59. [b] § 60. [c] § 61. [d] § 62. [e] § 63. [f] § 64.

Remark 1. The plural number of a noun is generally formed by adding *s* to the singular, or *es* when *s* will not unite with the terminating sound of a word; as, *book, books; church, churches.*

Write or give the plural of the following nouns: — *tax, girl, arch, cart, coach, horse, cow, box.*

Rem. 2. Nouns ending in *y* preceded by a consonant, change *y* into *i*, and have *es* added, to form the plural; as, *fly, flies; lady, ladies.*

Rem. 3. Nouns ending in *y* preceded by a vowel, generally have the regular plural; as, *day, days; key, keys.*

Give the plural of the following nouns: — *story, ray, duty, valley, beauty, toy, delay, fairy, boy, cherry.*

Rem. 4. Nouns ending in *o* preceded by a consonant, generally have *es* in the plural; as, *hero, heroes.*

Exceptions. *Canto, grotto, junto, motto, portico, solo, halo, octavo, zero, tyro, quarto, memento.*

Rem. 5. Nouns ending in *o* preceded by a vowel have *s* only in the plural; as, *cameo, cameos; folio, folios.*

Give the plural of the following nouns: — *zero potato, cargo, quarto, echo.*

Rem. 6. Nouns ending in *f* or *fe* generally change these terminations into *ves;* as, *loaf, loaves; wife, wives.*

Exceptions. Nouns ending in *ief* or *oof;* also, *safe, fife, strife, dwarf, scarf, gulf, turf, surf.*

Rem. 7. Nouns ending in *ff* have *s* only in the plural; *staff* sometimes has *staves.*

Give the plural of the following nouns: — *chief, hoof, roof, life, fife, gulf, grief, handkerchief, muff, knife.*

IRREGULAR FORMATIONS.

Singular.	*Plural.*	*Singular.*	*Plural*
Man,	Men.	Ox,	Oxen.
Footman,	Footmen.	Foot,	Feet.
Boatman,	Boatmen.	Tooth,	Teeth.
Kinsman,	Kinsmen.	Goose,	Geese
Woman,	Women	Mouse,	Mice.
Child,	Children.		
Penny,	Pence; Pennies, (*pieces of coin valued at a penny each.*)		
Brother,	Brothers, (*of the same family;*) Brethren, (*of the same association.*)		
Die,	Dies, (*used to stamp coin;*) Dice, (*used in gaming.*)		
Genius,	Geniuses, (*applied to human beings;*) Genii, (*applied to spiritual beings.*)		

Rem. 8. Words composed of a noun and the adjective *full*, have the regular plural; as,

Handful,	Handfuls.	Spoonful,	Spoonfuls.
Mouthful,	Mouthfuls.	Pailful,	Pailfuls.

Rem. 9. Words composed of a noun and an adjective, have the plural termination added to the noun; as,

Singular.	*Plural.*
Court-martial,	Courts-martial
Knight-errant,	Knights-errant.

Rem. 10. Words composed of two nouns have the regular plural; as,

Night-steed,	Night-steeds.
Tide-waiter,	Tide-waiters.

Rem. 11. Words composed of two nouns, with a

preposition between them, have the plural termination added to the first word; as,

Singular.	*Plural.*
Father-in-law,	Fathers-in-law.
Son-in-law,	Sons-in-law.
Ship-of-war,	Ships-of-war.

Rem. 12. A letter or figure is rendered plural by adding *s* and an apostrophe; as,

7 a's; 3 c's; four 9's; seven 3's.

Rem. 13. Some nouns do not vary their form, but remain the same in both numbers; as,

Deer,	Sheep,	Swine,	Salmon,
Trout,	Series,	Species,	Means,
News,	Amends,	Apparatus,	Hiatus,
Bellows,	Odds,	Ethics,	Politics,
Mathematics,	Optics,	Metaphysics,	Pneumatics, &c.

Rem. 14. Some nouns are seldom used except in the singular; as,

Gold,	Pride,	Bread,
Silver,	Temperance,	Wisdom, &c.

Rem. 15. Some nouns are seldom used except in the plural; as,

Annals,	Dregs,	Lees,	Pincers,
Ashes,	Embers,	Literati,	Scissors,
Assets,	Entrails,	Lungs,	Shears,
Billiards,	Goods,	Minutiæ,	Snuffers,
Bitters,	Hysterics,	Orgies,	Tongs:
Clothes,			

and the following articles of dress:

Hose,	Drawers,	Pantaloons,	Trousers.

Rem. 16. The following nouns, from foreign languages, generally retain their original plural —

Singular.	*Plural.*
Formula,	Formulæ, Formulas.
Nebula,	Nebulæ.
Dogma,	Dogmata, Dogmas.
Alumnus,	Alumni.
Fungus,	Fungi, Funguses.
Stimulus,	Stimuli.
Lamina,	Laminæ.
Larva,	Larvæ.
Miasma,	Miasmata.
Focus,	Foci.
Radius,	Radii.
Ignis Fatuus,	Ignes Fatui.
Genius,	Genii.
Arcanum,	Arcana.
Datum,	Data.
Desideratum,	Desiderata.
Erratum,	Errata.
Apex,	Apices, Apexes.
Calx,	Calces, Calxes.
Index,	Indices, Indexes.
Cherub,	Cherubim.
Beau,	Beaux.
Monsieur, *or* Mr.,	Messieurs, Messrs.
Effluvium,	Effluvia.
Encomium,	Encomia, Encomiums.
Medium,	Media, Mediums.
Momentum,	Momenta, Momentums

Singular.	*Plural.*
Gymnasium,	Gymnasia, Gymnasiums.
Memorandum,	Memoranda, Memorandums.
Scholium,	Scholia, Scholiums
Stratum,	Strata.
Automaton,	Automata, Automatons.
Phenómenon,	Phenomena.
Genus,	Genera.
Amanuensis,	Amanuenses.
Antithesis,	Antitheses.
Basis,	Bases
Diæresis,	Diæreses.
Emphasis,	Emphases
Oasis,	Oases.
Phasis,	Phases.
Chrysalis,	Chrysalides.
Speculum,	Specula.
Criterion,	Criteria, Criterions.
Stamen,	Stamina, Stamens
Analysis,	Analyses
Axis,	Axes
Crisis,	Crises.
Ellipsis,	Ellipses.
Parenthesis,	Parentheses.
Thesis,	Theses.
Appendix.	Appendices, Appendixes.
Vortex,	Vortices.
Seraph,	Seraphim.
Bandit,	Banditti.
Virtuoso,	Virtuosi

GENDER.

§ 124. Gender is the distinction of objects in regard to sex or the want of it.[a]

§ 125. Nouns denoting males are of the masculine gender; as, *man*, *boy*, *father*.[b]

"The sagacity of *Newton* led him to his great discovery, and he now stands at the head of philosophers."

§ 126. Nouns denoting females are of the feminine gender; as, *woman*, *girl*, *mother*.[c]

"*Ellen* was pleased with her presents, and resolved that she would try to deserve them."

§ 127. Nouns denoting objects of neither sex are of the neuter gender; as, *table*, *book*, *rain*.[d]

"George, father has got his new *sleigh*, and you may ride in it."

§ 128. Nouns used to denote either sex may be represented by personal pronouns of either gender, as the sense requires; as, *parent*, *friend*, *cousin*, *bird*, *child*.

"My *friend* wore a new hat, and *his cousin her* new bonnet."

"My *friend* wore a new bonnet, and *her cousin his* new hat."

---

[a] § 65. [b] § 66 [c] § 67. [d] § 68.

Remark 1. One of a company composed of both sexes, is generally represented by a pronoun of the masculine gender; as, "*Each scholar will take his seat.*"

Tell the gender of the following nouns: — *boy, girl, book, sister, father, parent, desk, neighbor, child, bachelor, maid, widow.*

Rem. 2. A young child, or any animal whose sex is not known to us, may be represented by the pronoun *it.*

"*It* was a healthy child when I saw *it.*"

"Even a babe is pleased with *its* rattle."

Rem. 3. Sometimes, when the sex is not known, if the animal be characterized by superiority, it is represented by a pronoun of the masculine gender; if by delicacy or timidity, by a pronoun of the feminine gender.

"The *lion* was in a rage when I saw *him.*"

"The *hare* starts when *she* hears the least noise."

Rem. 4. Pronouns of the masculine or feminine gender are used to represent inanimate objects, when they are personified.

"The *sun* flings *his* parting glance."

"The *moon* was shedding *her* silver light."

"The *ship* was ploughing *her* way."

"*Hope*, enchanted, smiled, and waved *her* golden hair."

The distinctions of sex are expressed, —

1st. By different words; as,

Masculine.	*Feminine.*	*Masculine.*	*Feminine.*
Bachelor,	Maid.	Husband,	Wife.
Beau,	Belle.	King,	Queen.
Boy,	Girl.	Lad,	Lass.
Brother,	Sister.	Landlord,	Landlady
Buck,	Doe.	Lord,	Lady.
Bull,	Cow.	Man,	Woman.
Drake,	Duck.	Master,	Mistress.
Earl,	Countess.	Nephew,	Niece.
Father,	Mother.	Papa,	Mamma.
Friar,	Nun.	Ram,	Ewe.
Gander,	Goose.	Son,	Daughter
Gentleman,	Lady.	Stag,	Hind.
Hart,	Roe.	Uncle,	Aunt.
Horse,	Mare.	Wizard,	Witch.

2d. By difference of termination; as,

Masculine.	*Feminine.*	*Masculine.*	*Feminine.*
Abbot,	Abbess.	Emperor,	Empress.
Actor,	Actress.	Enchanter,	Enchantress
Administrator,	Administratrix.	Executor,	Executrix.
Ambassador,	Ambassadress.	Giant,	Giantess.
Arbiter,	Arbitress.	Governor,	Governess.
Author,	Authoress.	Heir,	Heiress.
Baron,	Baroness.	Hero,	Heroine.
Benefactor,	Benefactress.	Host,	Hostess.
Bridegroom,	Bride.	Hunter,	Huntress.
Conductor,	Conductress.	Instructor,	Instructress.
Count,	Countess.	Jew,	Jewess.
Czar,	Czarina.	Landgrave,	Landgravine.
Dauphin,	Dauphiness.	Lion,	Lioness.
Deacon,	Deaconess.	Marquis,	Marchioness.
Don,	Donna.	Margrave,	Margravine
Duke,	Duchess.	Negro,	Negress.
Elector,	Electress.	Patron,	Patroness

Masculine.	*Feminine.*	*Masculine.*	*Feminine.*
Peer,	Peeress.	Sultan,	Sultana, / Sultaness.
Poet,	Poetess.		
Priest,	Priestess.	Tailor,	Tailoress.
Prior,	Prioress.	Testator,	Testatrix.
Prince,	Princess.	Tiger,	Tigress.
Prophet,	Prophetess.	Traitor,	Traitress.
Protector,	Protectress.	Tutor,	Tutoress.
Shepherd,	Shepherdess.	Viscount,	Viscountess
Songster,	Songstress.	Votary,	Votaress.
Sorcerer,	Sorceress.	Widower,	Widow.

3d. By different words prefixed; as,

Masculine.	*Feminine.*
Man-servant,	Maid-servant.
Male-child,	Female-child.
He-goat,	She-goat.

CASE.

§ 129. *Case* is a term used to denote the relation which a noun or pronoun sustains to some other word.[a]

§ 130. A noun is in the *nominative* case when it denotes the subject, or signifies the same thing as the subject.[b]

"*Boys* study."[c]

"*William*, the *blacksmith*, has arrived."[d]

"*Honesty* is the best *policy*."[e]

"The *boy* has a strong desire to learn, and *he* will undoubtedly succeed."[f]

---

[a] § 69. [b] § 5, 10, 11, & 70. [c] § 5 [d] § 10. [e] § 11. [f] § 70.

§ 131. A noun is in the *possessive* case when it denotes the possessor, and directly limits the object possessed.[a]

"*Edward's* book has been badly used."[b]

"*William's* father has sold *his* horse."[c]

Remark 1. The possessive, in the singular, is generally formed by adding an apostrophe and *s* to the noun; in the plural ending in *s*, by an apostrophe only; not ending in *s*, by an apostrophe and *s*.[d]

POSSESSIVE CASE.

Singular.	Boy's,	Man's,	Lady's,	Hero's;
Plural.	Boys',	Men's,	Ladies',	Heroes'.[e]

Rem. 2. Nouns ending in *ss* or *nce*, to avoid a succession of hissing sounds, generally take the apostrophe only; as, "for *conscience*' sake," "for *goodness*' sake."

Rem. 3. "The *prince's* life," "the *witness's* testimony," "*James's* sorrow," &c., are correctly used.

§ 132. A noun is in the *objective* case when it indirectly limits a word, or is the direct object of a transitive verb.

"Men worship *God*."[f]

"Men of *sense* sometimes differ widely."[g]

---

[a] § 12, 71. [b] § 12. [c] § 71. [d] § 75, R. [e] Table VII. [f] § 13. [g] § 14.

"John went to *Boston*." [a]

"The master found the *pupil* adequate to the *task*." [b]

"The just man always acts consistently with *conscience*." [c]

"I saw the *boy*, and called *him* to *me*." [d]

"Children should obey their *parents*." [e]

DECLENSION OF NOUNS. [f]

	SINGULAR.			
Nominative Case.	Boy,	Man,	Lady,	Hero,
Possessive Case.	Boy's,	Man's,	Lady's,	Hero's,
Objective Case.	Boy.	Man.	Lady.	Hero

	PLURAL.			
Nominative Case.	Boys,	Men,	Ladies,	Heroes,
Possessive Case.	Boys',	Men's,	Ladies',	Heroes',
Objective Case.	Boys.	Men.	Ladies.	Heroes.

ADJECTIVE.

§ 133. An adjective is a word used either to directly limit or express the quality of a noun. [g]

"*Good* boys study." "John is a *good* boy."

"Solomon was *wise*."

---

[a] § 15. [b] § 22. [c] § 23. [d] § 72. [e] § 73.
[f] § 75, Table VII. [g] § 7

Remark 1. An adjective formed from a noun which is the name of a particular person or place, is usually called a *proper* adjective; as, "the *American* nation."[a]

Rem. 2. Adjectives expressing number, are called *numeral* adjectives. They are,

CARDINAL ADJECTIVES.	ORDINAL ADJECTIVES.
One,	First,
Two,	Second,
Three,	Third,
Four,	Fourth,
&c.	&c.

COMPARISON OF ADJECTIVES

§ 134. An adjective is made to express different degrees of the same quality, either by a change in termination, or by prefixing certain adverbs to its positive or simple form.

§ 135. An adjective in the *positive form* simply expresses the quality of an object.

§ 136. An adjective in the *comparative form* expresses a higher or lower degree of the quality.

§ 137. An adjective in the *superlative form* expresses the highest or lowest degree of the quality.

---

[a] § 103, Note.

REMARK 1. An adjective of one syllable is generally made to express a higher degree by adding *r* or *er*, and the highest by adding *st* or *est*, to the positive form.

REM. 2. An adjective of more than one syllable is generally made to express a higher degree by prefixing *more*, and the highest by prefixing *most*, to the positive form.

REM. 3. Adjectives of one or more syllables are made to express a lower degree of the quality by prefixing *less*, and the lowest by prefixing *least*, to the positive form.

Positive.	*Comparative.*	*Superlative.*
Wise,	Wiser,	Wisest.
Tall,	Taller,	Tallest.
Industrious,	More industrious,	Most industrious.
Industrious,	Less industrious,	Least industrious.
Wise,	Less wise,	Least wise.

REM. 4. Many adjectives of two syllables, ending in *y* or silent *e*, are compared in either manner; as,

Positive.	*Comparative.*	*Superlative.*
Ample,	Ampler,	Amplest.
Ample,	More ample,	Most ample.
Ample,	Less ample,	Least ample.
Happy,	Happier,	Happiest.
Happy,	More happy,	Most happy
Happy,	Less happy,	Least happy.

Rem. 5. Some adjectives are irregularly compared; as,

Positive.	*Comparative.*	*Superlative.*
Good,	Better,	Best.
Bad, ill, *or* evil,	Worse,	Worst.
Far,	Farther,	Farthest *or* furthest.
Fore,	Former,	Foremost *or* first.
Little,	Less,	Least.
Late,	Later,	Latest *or* last.
Much *or* many,	More,	Most.
Near,	Nearer,	Nearest *or* next
Old,	Older,	Oldest.
Old,	Elder,	Eldest.

Comparative.	*Superlative.*
Hinder,	Hindermost *or* hindmost.
Inner,	Innermost *or* inmost.
Nether,	Nethermost.
Upper,	Uppermost *or* upmost.

Rem. 6. Numeral adjectives, and those whose quality does not admit of change in degree, cannot be compared; as, *endless*, *absent*, *present*, *boundless*, *one*, *two*, *almighty*, *annual*.

Rem. 7. Adjectives are sometimes used in the relations of the nouns which they limit, and thus save the expression or repetition of those words; as,

"*The benevolent* never neglect an opportunity to do good."[a]

[a] § 104.

Compare the following adjectives, and tell which are *proper*, and which of them are *numeral*, and whether cardinal or ordinal: — *great, vigorous, three, infinite, beautiful, second, much, Mexican, black, twenty, ninth, long.*

Write sentences using the above adjectives.

§ 138. Three of the limiting adjectives, — *a*, *an*, and *the*, — are called ARTICLES.[a]

§ 139. The *indefinite* article *a* or *an* limits a noun to *one* object of a kind, but not a particular one.[b]

"Bring me *a* book."

"*An* honest man is the noblest work of God."[c]

§ 140. The *definite* article *the* limits nouns to *particular* objects.[d]

"Bring me *the* books."

"*The* man talked foolishly."[e]

"An honest man is *the* noblest work of God."[f]

REMARK. The indefinite article *an* is used only before words beginning with a *vowel sound*, or with the sound of *h* when accented on the second syllable.[g]

"*A* man; *a* house; *an* heroic deed; *an* ox; *a* unit; *an* honorable man."

---

[a] § 7, R. 2. [b] § 103, (*d.*) [c] § 103, (*f.*) Example.
[d] § 103, (*e.*) [e] § 9, Example. [f] § 103, (*f.*) Example
[g] § 103, (*f.*)

PRONOUNS.

§ 141. A pronoun is a word used instead of a noun.

"George has returned, and *he* is now in the house." [a]

§ 142. Pronouns may be divided into *Personal*, *Adjective*, *Relative*, and *Interrogative*.

PERSONAL PRONOUNS.

§ 143. Personal pronouns indicate the *person* of the nouns which they represent. [b] They are, *I*, *you* or *thou*, *he*, *she*, and *it*, with their variations, as given below.

"*I* informed George of the arrival, and *he* was very sad." [c]

"*My* son found *your* book in the street." [d]

"William gave the book to *me*, and *I* now give it to *you*." [e]

"*I*, George Washington, hereby advise, that *we* should publicly give thanks to God for *our* success." [f]

"*Thou*, William, still art young, and dost not see the danger." [g]

"George bought the book, but *he* has since given *it* to *his* brother." [h]

---

[a] § 37. [b] § 58. [c] § 38, Example. [d] § 39, Example [e] § 41, Example. [f] § 59, Example. [g] § 60, Example [h] § 61, Example.

REMARK 1. Personal pronouns of the third person have different forms in the singular to distinguish the genders.[a]

"The sagacity of Newton led *him* to his great discovery, and *he* now stands at the head of philosophers."[b]

"Ellen was pleased with *her* presents, and resolved that *she* would try to deserve them."[c]

"George, father has got his new sleigh, and you may ride in *it*.[d]

DECLENSION OF PRONOUNS.[e]

FIRST PERSON.[f]

	Singular.[g]	*Plural.*[h]
Nominative.[i]	I,	We,
Possessive.[j]	My *or* mine,	Our *or* ours,
Objective.[k]	Me;	Us.

SECOND PERSON.[l]

Common Style.

	Singular.[g]	*Plural.*[h]
Nominative.	You,	You,
Possessive.	Your *or* yours,	Your *or* yours,
Objective.	You;	You.

Formal Style.

Nominative.	Thou,	Ye,
Possessive.	Thy *or* thine,	Your *or* yours,
Objective.	Thee;	You.

---

[a] § 65. [b] § 66, Example. [c] § 67, Example. [d] § 68.
[e] Table VIII. [f] § 59. [g] § 63. [h] § 64. [i] § 38, 70
[j] § 39, 71. [k] § 41, 72. [l] § 60.

THIRD PERSON SINGULAR.[a]

	Masculine.[b]	*Feminine.*[c]	*Neuter.*[d]
Nominative.	He,	She,	It,
Possessive.	His,	Her *or* hers,	Its,
Objective.	Him.	Her.	It.

THIRD PERSON PLURAL.[e]

Nominative.	They,
Possessive.	Their *or* theirs,
Objective.	Them.

Rem. 2. When a personal pronoun is used independently, it has the nominative form, except in the first person singular, which generally takes the objective; as, "Ah *me!*" "O thou!"

COMPOUND PERSONAL PRONOUNS.

§ 144. *Compound* personal pronouns are generally used emphatically, — reflexively in the several relations of the words which they represent, except that of possessor or owner.[f]

Emphatically: { "I *myself* saw the man." / "I saw the man *himself*."

Reflexively: { "I injured *myself*." / "The man saved *himself*."

"I saved the boy *myself*, but the sailors put *themselves* in great peril to render assistance."[g]

---

[a] § 61. [b] § 66. [c] § 67. [d] § 68. [e] § 64
[f] § 42. [g] § 42, Example.

DECLENSION.

NOMINATIVE AND OBJECTIVE.

FIRST PERSON.

Singular, Myself; *Plural,* Ourselves.

SECOND PERSON.

Singular, Yourself *or* thyself; *Plural,* Yourselves.

THIRD PERSON.

Singular, { *Masculine,* Himself; / *Feminine,* Herself; / *Neuter,* Itself; } *Plural,* Themselves.

REMARK. *Mine, thine, hers, ours, yours, theirs,* and sometimes *his,* are used in a twofold relation, denoting the possessor and the thing possessed, thereby saving the repetition of the noun denoting the object possessed.

"The horse and chaise are *mine.*" [a]

ADJECTIVE PRONOUNS.

§ 145. Pronouns directly limiting nouns, like adjectives, are called *adjective* pronouns.

§ 146. *Demonstrative* adjective pronouns specify particular objects. [b]

They are, *this, that, these, those,* and sometimes *former* and *latter.*

"Father bought *this* sled, but *that* knife was a present from my uncle." [c]

---

[a] § 40. § 71, Remark. [b] § 43. [c] § 43, Example.

§ 147. *Indefinite* adjective pronouns do not specify particular objects. [a]

They are, *some*, *other*, *one*, *any*, *all*, *such*, and sometimes *no*, *whole*, *both*, *several*, *whatever*, *whatsoever*, *whichever*, *whichsoever*.

"*Some* teachers allow their pupils to study in *any* manner." [b]

§ 148. *Distributive* adjective pronouns indicate, separately or singly, one or all of the several objects included in a number. [c]

"*Each* boy stood up and recited *every* word of the lesson." [d]

REMARK. These pronouns, when used alone in the relations of the words which they limit, thereby saving the expression or repetition of those words, may be called demonstrative, indefinite, or distributive pronouns. [e]

"*All* have studied the lesson, but *these* can recite it best." [f]

RELATIVE PRONOUNS.

§ 149. A *relative* pronoun represents a word or phrase, and connects with it the limiting clause in which it stands. [g]

---

[a] § 44. [b] § 44, Example. [c] § 45. [d] § 45, Example
[e] § 46. [f] § 46, Example. [g] § 47.

The relative pronouns are,

Nominative,	Who,	Which,	That,
Possessive,	Whose,		
Objective,	Whom.	Which.	That.

"Here is the boy *whose* sled I borrowed." [a]

"William, *who was present*, acquiesced." [b]

Remark 1. *Who* is applied to persons; *which*, generally to other objects.

"I saw the man *who* was injured."

"I have found the knife *which* Charles lost."

Rem. 2. *That* may be used instead of *who* or *which*, and be applied to persons or things.

"I saw the man *that* was injured."

"I have found the knife *that* Charles lost."

Rem. 3. *Whose* is sometimes used as the possessive case of *which*.

COMPOUND RELATIVE PRONOUNS.

§ 150. Pronouns which stand in a two-fold relation to a sentence, constituting a part of each of the two clauses which they connect, are called *compound* relative pronouns. [c]

They are, *what*, *whatever*, *whatsoever*, *whoever*, *whosoever*, *whomsoever*, *whichever*, and *whichsoever*.

---

[a] § 47, Example. [b] Rule 17, p. 155. [c] § 18.

"*What* the man earned during the day was squandered in the evening." [a]

"I heard *what* was said."

"*Whoever* wishes to excel, must study hard."

REMARK. These pronouns are generally equivalent to *he* who, the *person* who, the *persons* who, or to *that* which, the *thing* which, or the *things* which.

INTERROGATIVE PRONOUNS.

§ 151. When pronouns represent persons or things as *objects of inquiry*, they are used in the relations of the words denoting those persons or things, and are called *interrogative* pronouns. [b]

Who, *whose*, *whom*, *which*, and *what*, may be so used.

"*Whom* did you find ready to enlist?" [c]

REMARK. *Which* and *what* may be used interrogatively in the relation of adjectives.

"*Which* horse did father conclude to buy?"

VERB.

§ 152. Verbs express existence or action. [d]

I am, I love, I am loved.

---

[a] § 48. Example [b] § 49. [c] § 49, Example. [d] § 3

REMARK. Words which will form the predicate of a proposition, are verbs.[a]

"Boys *study*."[b]

"Virtue *will be rewarded*."

§ 153. A verb is *transitive*, which may be directly limited by a noun in the objective case.[c]

"Children *should obey* their parents."[d]

§ 154. A verb is *intransitive*, which cannot be directly limited by a noun in the objective case.[e]

"William *came* to Boston, to *engage* in some business."[f]

§ 155. A verb is *passive*, when it represents the subject as the object of the action expressed by the verb, and is formed by prefixing the verb *be* to the perfect participle of a transitive verb.[g]

"Thomas *was injured* by the partiality of his friends."[h]

§ 156. Verbs in their formation are *regular* or *irregular*.[i]

§ 157. A *regular* verb forms its *imperfect tense* and *perfect participle* by *ed* added

---

[a] § 5. [b] § 5, Example. [c] § 73. [d] § 73, Example. [e] § 74. [f] § 74, Example. [g] § 78. [h] § 78, Example. [i] § 95.

to the simple form of the present, or *d* only when the verb ends in *e*.[a]

Present,	*Imperfect.*	*Perfect Participle*
Limit,	Limited,	Limited.
Love,	Loved,	Loved.

REMARK 1. Sometimes, when *ed* is added, the final consonant is doubled; as, *permit*, *permitted*.*

REM. 2. When *ed* is added to a verb ending in *y* preceded by a consonant, the *y* is changed into *i*. The same change is made, under the same circumstances, when *es* is added; as, *try*, *tried*, *tries*.†

§ 158. An *irregular* verb does not form its imperfect tense and perfect participle by adding *ed* or *d* to the simple form of the present.[b]

Present.	*Imperfect.*	*Perfect Participle*
Come,	Came,	Come.
Say,	Said,	Said.
Lade,	Laded,	Laden.

* A single final consonant, preceded by an accented single vowel, is doubled before an added syllable beginning with a vowel. (See "Gradual Speller," Exercise 346.)

† When final *y* of a primitive word is preceded by a consonant, it is changed into *i* before an added syllable not beginning with *i*, and into *ie* before final *s*. (See "Gradual Speller," Exercise 342.)

[a] § 96, (*a*.) [b] § 96, (*b*.)

§ 159. A *defective* verb cannot be used in all the modes and tenses, and is generally auxiliary.

Present, Can, May, Shall, Will, Quoth, Must, Ought
Imperfect, Could, Might, Should, Would, Quoth.

MODE.

§ 160. Mode signifies the manner in which a verb is used. [a]

§ 161. There are five modes; viz., the Indicative, Potential, Subjunctive, Imperative, and Infinitive.

§ 162. The *Indicative Mode* is used for simple declaration or indication. [b]

"Charles *loves* his book, and he *will* soon *go* to school." [c]

§ 163. The *Potential Mode* is used to declare possibility, liberty, power, will, obligation, or necessity. [d]

"John *can procure* a book with his money." [e]

REMARK. Both the indicative and potential forms may be used in asking questions.

"*Does* Charles *love* his book, and *will* he *go* to school?"

"*Can* John *procure* a book with his money?"

---

[a] § 79. [b] § 80. [c] § 80, Example. [d] § 81. [e] § 81, Example.

§ 164. The *Subjunctive Mode* is used in a dependent clause, expressing a condition, doubt, or supposition, generally indicated by a conjunction preceding it.[a]

"The gentleman will be pleased *if* his son *improves*."[b]

REMARK. This mode has no *appropriate* form, except in the anomalous verb *be*. Sometimes it appears to vary from the indicative and potential forms, because a part of the verb is omitted.

§ 165. The *Imperative Mode* is used for commanding, exhorting, or entreating.[c]

"Children, *obey* your parents."[d]

REMARK. The subject of this mode, *thou*, *you*, or *ye*, representing the person or thing addressed, is generally omitted.[e]

§ 166. The *Infinitive Mode* is used in an indefinite manner, without a grammatical subject.[f]

"The children came to *play*."[g]

REMARK. This mode has the indicative form, generally preceded by the *preposition* or *particle* "to," connecting it with the word which it limits.[h]

---

[a] § 82. [b] § 82, Example. [c] § 83. [d] § 83, Example.
[e] § 83, Remark. [f] § 84. [g] § 84, Example. [h] § 84, Remark.

§ 167. The *Participle* is a form of the verb used in the relations of an adjective or of a noun.[a]

"The gentleman, *seeing* me, came and spoke of *meeting* you."[b]

§ 168. There are three participles, — the Imperfect, the Perfect, and the Compound Perfect.

Imperfect, Loving. *Perfect*, Loved.
Compound Perfect, Having loved.

TENSE.

§ 169. Tense signifies the variation in verbs to denote distinctions of time.[c]

§ 170. There are six tenses, viz., the Present, Imperfect, Perfect, Pluperfect, Future, and Future Perfect.

§ 171. The *Present Tense* is used to denote present time.[d]

"Anna *loves* her book, because she *can read* it."[e]

§ 172. The *Imperfect Tense* is used to denote indefinite past time.[f]

"The boy *loved* play, but he *could* not *work*."[g]

---

[a] § 85. [b] § 85, Example. [c] § 86. [d] § 87.
[e] § 87, Example. [f] § 88. [g] § 88, Example

§ 173. The *Perfect Tense* is used to denote past time, alluding also to the present.[a]

"Our friends *have heard* of the disaster, but they *have* not *mentioned* it."[b]

§ 174. The *Pluperfect Tense* is used to denote past time preceding a specified past time.[c]

"Washington *had served* his country in the army before the Revolution."[d]

§ 175. The *Future Tense* is used to denote indefinite future time.[e]

'James *will see* his father."[f]

§ 176. The *Future Perfect Tense* is used to denote future time preceding a specified time.[g]

"I *shall have dined* before you will return."[h]

---

§ 177. The *Conjugation of a Verb* is a connected view of all its forms in the several modes and tenses.[i]

REMARK 1. A verb in the COMMON STYLE is not varied on account of the person and num-

---

[a] § 89. [b] § 89, Example. [c] § 90. [d] § 90, Example.
[e] § 91. [f] § 91, Example. [g] § 92. [h] § 92, Example
[i] § 97.

ber of its subject, except in the present and perfect tenses of the indicative form.[a]

REM. 2. A verb is sometimes used in the FORMAL STYLE, with a subject of the second person and singular number.[b]

CONJUGATION OF THE IRREGULAR VERB TEACH.[c]

PRINCIPAL PARTS.

Present. TEACH. *Imperfect.* TAUGHT.
Perfect Participle. TAUGHT.

INDICATIVE MODE.[d]

PRESENT TENSE.[e]

(Varied only when the subject is third person singular.[f])

	Singular.		*Plural.*	
First Person.	I	teach.	We	teach.
Second Person.	You		You *or* ye	
Third Person.	He teaches.*		They	

Formal Style. Thou teachest.[g]

IMPERFECT TENSE.[h]

(Not varied by the number of its subject.)

	Singular.		*Plural.*	
1.	I	taught.	We	taught.
2.	You		You *or* ye	
3.	He		They	

Formal Style. Thou taughtest.

---

* *th* will sometimes be found instead of *s*, especially in the Bible; as, *teacheth* for *teaches*, and *hath* taught for *has* taught.

[a] § 93. [b] § 94, & Table X., Remark. [c] § 96, *a.* & *b*
[d] § 80, & Table X. [e] § 87. [f] § 93. [g] § 94. [h] § 88

PERFECT TENSE.[a]

(Varied only when the subject is third person singular.[b])

Singular.		*Plural.*	
1. I	have taught.	We	have taught
2. You		You *or* ye	
3. He has taught.		They	

Formal Style. Thou hast taught.

PLUPERFECT TENSE.[c]

(Not varied, &c.)

Singular.		*Plural.*	
1. I	had taught.	We	had taught.
2. You		You *or* ye	
3. He		They	

Formal Style. Thou hadst taught.

FUTURE TENSE.[d]

(Not varied.)

Singular.		*Plural.*	
1. I	shall *or* will teach.	We	shall *or* will teach.
2. You		You *or* ye	
3. He		They	

Formal Style. Thou shalt or wilt teach.

FUTURE PERFECT TENSE.[e]

Singular.		*Plural.*	
1. I shall	have taught.	We shall	have taught.
2. You will		You *or* ye will	
3. He will		They will	

Formal Style. Thou wilt have taught.

POTENTIAL MODE.[f]

PRESENT.[g]

Singular.		*Plural.*	
1. I	may, can, *or* must teach.	We	may, can, *or* must teach.
2. You		You *or* ye	
3. He		He	

Formal Style. Thou mayst, canst, *or* must teach.

---

[a] § 89. [b] § 93. [c] § 90. [d] § 91. [e] § 92. [f] § 81. [g] § 87

IMPERFECT.[a]

	Singular.		*Plural.*	
1.	I	might, could,	We	might, could
2.	You	would, *or*	You *or* ye	would, *or*
3.	He	should teach.	They	should teach

Formal Style. Thou mightst, couldst, wouldst, *or* shouldst teach.

PERFECT.[b]

	Singular.		*Plural.*	
1.	I	may, can, *or*	We	may, can, *or*
2.	You	must have	You *or* ye	must have
3.	He	taught.	They	taught.

Formal Style. Thou mayst, canst, *or* must have taught.

PLUPERFECT.[c]

	Singular.		*Plural.*	
1.	I	might, could,	We	might, could,
2.	You	would, *or* should	You *or* ye	would, *or* should
3.	He	have taught.	They	have taught.

Formal Style. Thou mightst, &c., have taught.

SUBJUNCTIVE MODE.[d]

PRESENT.

	Singular.		*Plural.*	
1.	If I	teach.	If we	teach.
2.	If you		If you *or* ye	
3.	If he teaches.		If they	

Formal Style. If thou teachest.

REMARK. This mode has the forms of the indicative and potential, preceded by *if*, &c. Sometimes the auxiliaries *shall, will, should*, or *would*, are omitted, and then the verb appears to vary from the usual form; as, "if he teach," for "if he shall, will, would, *or* should teach."[e]

[a] § 88. [b] § 89. [c] § 90. [d] § 82. [e] 82. R

IMPERATIVE MODE.[a]

Singular. Teach, *or* Do you *or* thou teach.
Plural. Teach, *or* Do you *or* ye teach.[b]

INFINITIVE MODE.[c]

PRESENT. To teach. PERFECT. To have taught.

PARTICIPLES.[d]

IMPERFECT. Teaching. PERFECT. Taught.
COMPOUND PERFECT. Having taught.

FORMATION OF THE TENSES.[f]

§ 178. In COMMON STYLE, the *compound* tenses of the INDICATIVE mode are formed by the aid of the following auxiliaries, prefixed to the present tense or root of the verb, or to the perfect participle: —

Future. . . . . SHALL *or* WILL, to the present.
Perfect. . . . . HAVE *or* HAS, } to the
Pluperfect. . . . HAD, } perfect
Future Perfect. . SHALL *or* WILL HAVE, } participle.

§ 179. The tenses of the POTENTIAL mode are formed by the aid of the follow-

---

[a] § 83. [b] § 83, R. [c] § 84. [d] § 84, R. [e] § 85
[f] § 95, Table XI.

ing auxiliaries prefixed to the present tense or the perfect participle: —

Present. . . .	MAY, CAN, *or* MUST,	to the present.
Imperfect. . .	MIGHT, COULD, WOULD, *or* SHOULD,	
Perfect. . . .	MAY, CAN, *or* MUST HAVE,	to the perfect participle.
Pluperfect. . .	MIGHT, COULD, WOULD, *or* SHOULD HAVE,	

§ 180. In the INFINITIVE mode, the *present* tense is the *root* of the verb, and the *perfect* is formed by prefixing HAVE to the perfect participle.

§ 181. The COMPOUND PERFECT PARTICIPLE is formed by prefixing HAVING to the perfect participle.

REMARK. Let the pupil give all the forms of each of the following verbs, in the several modes and tenses, telling how each is formed.

PRINCIPAL PARTS.

Present.	*Imperfect.*	*Perfect Participle.*
Love,	Loved,	Loved.
Live,	Lived,	Lived.
Bind,	Bound,	Bound.
Brand,	Branded,	Branded.
Deny,	Denied,	Denied.
Buy,	Bought,	Bought.
Send,	Sent,	Sent.
See,	Saw,	Seen.

§ 182.

CONJUGATION OF THE IRREGULAR VERB AM *or* BE.[a]

PRINCIPAL PARTS.

Present. Am *or* Be. *Imperfect.* Was.
Perfect Participle. Been.

Remark 1. In the Common Style, this verb is varied on account of the person and number of its subject, only in the present, imperfect, and perfect tenses of the indicative form.[b]

INDICATIVE MODE.[c]

PRESENT.

(Varied on account of the number, and in the singular on account of the person of its subject.)

	Singular.	*Plural.*
1.	I am.	We
2.	You are.	You *or* ye } are.
3.	He is.	They

Formal Style. Thou art.[d]

IMPERFECT.

(Varied only on account of the number of its subject.)

	Singular.	*Plural.*
1.	I	We
2.	You } was.	You *or* ye } were.
3.	He	They

Formal Style. Thou wast.

---

[a] § 99. [b] § 99, Remark 1. [c] § 99, Table XII.
[d] § 99, Remark 3.

PERFECT.

(Varied only when the subject is third person singular.)

	Singular.		*Plural.*
1.	I		We
2.	You } have been.		You *or* ye } have been.
3.	He has been.		They

Formal Style. Thou hast been.

PLUPERFECT.

	Singular.		*Plural.*
1.	I		We
2.	You } had been.		You *or* ye } had been.
3.	He		They

Formal Style. Thou hadst been.

FUTURE.

	Singular.		*Plural.*
1.	I		We
2.	You } shall *or* will be.		You *or* ye } shall *or* will be.
3.	He		They

Formal Style. Thou shalt *or* wilt be.

FUTURE PERFECT.

	Singular.		*Plural.*
1.	I shall		We shall
2.	You will } have been.		You *or* ye will } have been
3.	He will		They will

Formal Style. Thou wilt have been.

§ 183. POTENTIAL MODE.

PRESENT.

	Singular.		*Plural.*
1.	I		We
2.	You } may, can, *or* must be.		You *or* ye } may, can, *or* must be.
3.	He		They

Formal Style. Thou mayst, canst, *or* must be.

IMPERFECT.

	Singular.		*Plural.*	
1.	I	might, could,	We	might, could,
2.	You	would, *or*	You *or* ye	would, *or*
3.	He	should be.	They	should be.

Formal Style. Thou mightst, couldst, wouldst, *or* shouldst be

PERFECT.

	Singular.		*Plural.*	
1.	I	may, can, *or*	We	may, can, *or*
2.	You	must have	You *or* ye	must have
3.	He	been.	They	been.

Formal Style. Thou mayst, canst, *or* must have been

PLUPERFECT.

	Singular.		*Plural.*	
1.	I	might, could,	We	might, could,
2.	You	would, *or* should	You *or* ye	would, *or* should
3.	He	have been.	They	have been.

Formal Style. Thou mightst, couldst, wouldst, *or* shouldst have been.

§ 184 SUBJUNCTIVE MODE.[a]

PRESENT.

	Singular.		*Plural.*	
1.	If I am.		If we	
2.	If you are.		If you *or* ye	are.
3.	If he is.		If they	

Formal Style. If thou art.

PRESENT (Old Form.)

	Singular.		*Plural.*	
1.	If I		If we	
2.	If you	be.	If you *or* ye	be.
3.	If he		If they	

Formal Style. If thou be.

[a] § 99, Remark 2.

IMPERFECT.

Singular.	*Plural.*
1. If I was.	If we
2. If you were.	If you *or* ye } were.
3. If he was.	If they
Formal Style. If thou wast.	

IMPERFECT. (Old Form.)

Singular.	*Plural.*
1. If I	If we
2. If you } were.	If you *or* ye } were.
3. If he	If they
Formal Style. If thou wert.	

REMARK. This mode has the forms of the indicative and potential, preceded by *if*, &c., besides the two old forms given above.[a]

§ 185. IMPERATIVE MODE.

PRESENT. Be.

§ 186. INFINITIVE MODE.

PRESENT. To be. PERFECT. To have been.

§ 187. PARTICIPLES.

IMPERFECT. Being. PERFECT. Been.
COMPOUND PERFECT. Having been.

---

§ 188. When an imperfect participle is annexed to the verb AM or BE, in any of its modes and tenses, the verb is said to be in the *progressive form*.[b]

---

[a] § 99, Remark 2. [b] § 100.

Progressive Form.

INDICATIVE MODE.

PRESENT.

	Singular.		*Plural.*	
1.	I am		We are	
2.	You are	teaching.	You *or* ye are	teaching.
3.	He is		They are	

Formal Style. Thou art teaching.

IMPERFECT.

	Singular.		*Plural.*	
1.	I was		We were	
2.	You were	teaching.	You *or* ye were	teaching.
3.	He was		They were	

Formal Style. Thou wast teaching.

PERFECT.

	Singular.		*Plural.*	
1.	I have been		We have been	
2.	You have been	teaching.	You *or* ye have been	teaching.
3.	He has been		They have been	

Formal Style. Thou hast been teaching.

PLUPERFECT.

	Singular.		*Plural.*	
1.	I had been		We had been	
2.	You had been	teaching.	You *or* ye had been	teaching
3.	He had been		They had been	

Formal Style. Thou hadst been teaching.

FUTURE.

	Singular.		*Plural.*	
1.	I shall *or* will be	teaching.	We shall *or* will be	teaching
2.	You shall *or* will be		You *or* ye shall *or* will be	
3.	He shall *or* will be		They shall *or* will be	

Formal Style. Thou shalt *or* wilt be teaching.

FUTURE PERFECT.

	Singular.		*Plural.*	
1.	I shall *or* will have been	teaching.	We shall *or* will have been	teaching.
2.	You shall *or* will have been		You *or* ye shall *or* will have been	
3.	He shall *or* will have been		They shall *or* will have been	

Formal Style. Thou shalt *or* wilt have been teaching.

POTENTIAL MODE.

PRESENT.

	Singular.		*Plural.*	
1.	I may, can, *or* must be	teaching.	We may, can, *or* must be	teaching.
2.	You may, can, *or* must be		You *or* ye may, can, *or* must be	
3.	He may, can, *or* must be		They may, can, *or* must be	

Formal Style. Thou mayst *or* canst be teaching.

IMPERFECT.

Singular.		*Plural.*	
1. I might, &c., be	teaching.	We might, &c., be	teaching
2. You might, &c., be		You *or* ye might, &c., be	
3. He might, &c., be		They might, &c., be	

Formal Style. Thou mightst, &c., be teaching.

PERFECT.

Singular.		*Plural.*	
1. I may, &c., have been	teaching.	We may, &c., have been	teaching.
2. You may, &c., have been		You *or* ye may, &c., have been	
3. He may, &c., have been		They may, &c., have been	

Formal Style. Thou mayst, &c., have been teaching.

PLUPERFECT.

Singular.		*Plural.*	
1. I might, &c., have been	teaching.	We might, &c., have been	teaching.
2. You might, &c., have been		You *or* ye might, &c., have been	
3. He might, &c., have been		They might, &c., have been	

Formal Style. Thou mightst, &c., have been teaching.

SUBJUNCTIVE MODE.

Indicative and potential forms preceded by *if*, &c.; also the two following peculiar forms: —

PRESENT.

	Singular.		*Plural.*	
1.	If I be		If we be	
2.	If you *or* thou be	teaching.	If you *or* ye be	teaching.
3.	If he be		If they be	

IMPERFECT.

	Singular.		*Plural.*	
1.	If I were		If we were	
2.	If you were	teaching.	If you *or* ye were	teaching.
3	If he were		If they were	

Formal Style. If thou wert teaching.

IMPERATIVE MODE

PRESENT.

Singular.	*Plural.*
Be you *or* thou teaching.	Be you *or* ye teaching.

INFINITIVE MODE.

PRESENT. To be teaching.

PERFECT. To have been teaching.

PARTICIPLE.

COMPOUND PERFECT. Having been teaching

Let the pupils give the PROGRESSIVE FORM by annexing the imperfect participle of each of the following verbs to the verb AM or BE, in all the modes and tenses: — *walk, run, go, buy, eat, drink, sleep, write, draw,* &c.

§ 189. When the perfect participle of a transitive verb is annexed to the verb AM or BE, in any of its modes and tenses, the verb is said to be in the *passive form.*

Passive Form.

INDICATIVE MODE

PRESENT.

Singular.		*Plural.*	
1. I am	taught.	We are	taught.
2. You are		You *or* ye are	
3. He is		They are	

Formal Style. Thou art taught.

IMPERFECT.

Singular.		*Plural.*	
1. I was	taught.	We were	taught.
2. You were		You *or* ye were	
3. He was		They were	

Formal Style. Thou wast taught.

PERFECT.

Singular.		*Plural.*	
1. I have been	taught.	We have been	taught.
2. You have been		You *or* ye have been	
3. He has been		They have been	

Formal Style. Thou hast been taught.

PLUPERFECT.

Singular.		*Plural.*	
1. I had been	taught.	We had been	taught.
2. You had been		You *or* ye had been	
3. He had been		They had been	

Formal Style. Thou hadst been taught.

FUTURE.

Singular.		*Plural.*	
1. I shall *or* will be	taught.	We shall *or* will be	taught.
2. You shall *or* will be		You *or* ye shall *or* will be	
3. He shall *or* will be		They shall *or* will be	

Formal Style. Thou shalt *or* wilt be taught.

FUTURE PERFECT.

Singular.		*Plural.*	
1. I shall *or* will have been	taught.	We shall *or* will have been	taught.
2. You shall *or* will have been		You *or* ye shall *or* will have been	
3. He shall *or* will have been		They shall *or* will have been	

Formal Style. Thou shalt *or* wilt have been taught.

POTENTIAL MODE.

PRESENT.

Singular.		*Plural.*	
1. I may, can, *or* must be	taught.	We may, can, *or* must be	taught.
2. You may, can, *or* must be		You *or* ye may, can, *or* must be	
3. He may, can, *or* must be		They may, can, *or* must be	

Formal Style. Thou mayst *or* canst be taught.

IMPERFECT.

	Singular.		*Plural.*	
1	I might, &c., be	taught.	We might, &c., be	taught.
2.	You might, &c., be		You *or* ye might, &c., be	
3.	He might, &c., be		They might, &c., be	

Formal Style. Thou mightst, &c., be taught.

PERFECT.

	Singular.		*Plural.*	
1.	I may, &c., have been	taught.	We may, &c., have been	taught.
2.	You may, &c., have been		You *or* ye may, &c., have been	
3.	He may, &c., have been		They may, &c., have been	

Formal Style. Thou mayst, &c., have been taught.

PLUPERFECT.

	Singular.		*Plural.*	
1.	I might, &c., have been	taught.	We might, &c., have been	taught.
2.	You might, &c., have been		You *or* ye might, &c., have been	
3.	He might, &c., have been		They might, &c., have been	

Formal Style. Thou mightst, &c., have been taught.

SUBJUNCTIVE MODE.

Indicative and potential forms preceded by *if*, &c.; also the two following peculiar forms; —

PRESENT.

	Singular.		*Plural.*	
1.	If I be	taught.	If we be	taught.
2.	If you *or* thou be		If you *or* ye be	
3.	If he be		If they be	

IMPERFECT.

	Singular.		*Plural.*	
1.	If I were	taught.	If we were	taught
2.	If you were		If you *or* ye were	
3.	If he were		If they were	

Formal Style. If thou wert taught.

IMPERATIVE MODE.

PRESENT.

Singular.	*Plural.*
Be you *or* thou taught.	Be you *or* ye taught.

INFINITIVE MODE.

PRESENT. To be taught.

PERFECT. To have been taught.

PARTICIPLES.

PRESENT. Being taught. PERFECT. Taught.

COMPOUND PERFECT. Having been taught.

Let the pupil give the PASSIVE FORM, by annexing the perfect participle of each of the following verbs to the verb AM or BE, in all its modes and tenses. —

PRINCIPAL PARTS.

Present.	*Imperfect.*	*Perfect Participle.*
Love,	Loved,	Loved.
Brand,	Branded,	Branded.
Permit,	Permitted,	Permitted.
Deny,	Denied,	Denied.
Buy,	Bought,	Bought.
Send,	Sent,	Sent.
Find,	Found,	Found.
See,	Saw,	Seen.
Destroy,	Destroyed,	Destroyed

---

§ 190. IRREGULAR VERBS.

The following verbs are irregular in the formation of one or more of their principal parts: —

Present.	*Imperfect.*	*Perfect Participle.*
Abide,	Abode,	Abode.
Am *or* Be,	Was,	Been.
Arise,	Arose,	Arisen.
Bear, *to bring forth*,	Bare *or* bore,	Born.
Bear, *to uphold*,	Bore, bare,	Borne.
Beat,	Beat,	Beaten, beat.
Begin,	Began,	Begun.
Bend,	Bent, bended,	Bent.
Beseech,	Besought,	Besought.
Bid,	Bid, bade,	Bidden, bid.
Bind,	Bound,	Bound.
Bite,	Bit,	Bitten, bit.
Bleed,	Bled,	Bled.
Blow,	Blew,	Blown.
Break,	Broke, brake,	Broken.
Breed,	Bred,	Bred.
Bring,	Brought,	Brought.

Present.	*Imperfect.*	*Perfect Participle.*
Burst,	Burst,	Burst.
Buy,	Bought,	Bought.
Cast,	Cast,	Cast.
Chide,	Chid,	Chidden, chid.
Choose,	Chose,	Chosen.
Cleave, *to split*,	Clove, cleft,	Cloven, cleft.
Cling,	Clung,	Clung.
Come,	Came,	Come.
Cost,	Cost,	Cost.
Creep,	Crept,	Crept.
Cut,	Cut,	Cut.
Do,	Did,	Done.
Draw,	Drew,	Drawn.
Drink,	Drank,	Drank, drunk.
Drive,	Drove,	Driven.
Eat,	Ate, eat,	Eaten.
Fall,	Fell,	Fallen.
Feed,	Fed,	Fed.
Feel,	Felt,	Felt.
Fight,	Fought,	Fought.
Find,	Found,	Found.
Flee,	Fled,	Fled.
Fling,	Flung,	Flung.
Fly,	Flew,	Flown.
Forget,	Forgot,	Forgotten, forgot.
Forsake,	Forsook,	Forsaken.
Freeze,	Froze,	Frozen.
Get,	Got,	Gotten *or* got.
Give,	Gave,	Given.
Go,	Went,	Gone.
Grind,	Ground,	Ground.
Hear,	Heard,	Heard.
Hide,	Hid,	Hidden, hid.
Hit,	Hit,	Hit.
Hold,	Held,	Held, holden.

Present.	*Imperfect.*	*Perfect Participle.*
Hurt,	Hurt,	Hurt.
Keep,	Kept,	Kept.
Know	Knew,	Known.
Lade,	Laded,	Laden.
Lay,	Laid,	Laid.
Lead,	Led,	Led.
Leave,	Left,	Left.
Lend,	Lent,	Lent.
Let,	Let,	Let.
Lie, *to lie down*,	Lay,	Lain.
Lose,	Lost,	Lost.
Make,	Made,	Made.
Mean,	Meant,	Meant.
Meet,	Met,	Met.
Pay,	Paid,	Paid.
Put,	Put,	Put.
Read,	Read,	Read.
Rend,	Rent,	Rent.
Rid,	Rid,	Rid.
Ride,	Rode,	Rode, ridden
Ring,	Rang, rung,	Rung.
Rise,	Rose,	Risen.
Rive,	Rived,	Riven.
Run,	Ran,	Run.
Say,	Said,	Said.
See,	Saw,	Seen.
Seek,	Sought,	Sought.
Sell,	Sold,	Sold.
Send,	Sent,	Sent.
Set,	Set,	Set.
Sit,	Sat,	Sat.
Shake,	Shook,	Shaken.
Shed,	Shed,	Shed.
Show,	Showed, shewed,	Shown, shewn.
Shoe,	Shod,	Shod.

Present.	*Imperfect.*	*Perfect Participle.*
Shoot,	Shot,	Shot.
Shred,	Shred,	Shred.
Shrink,	Shrunk, shrank,	Shrunk.
Shut,	Shut,	Shut.
Sing,	Sang, sung,	Sung.
Sink,	Sank, sunk,	Sunk.
Slay,	Slew,	Slain.
Sleep,	Slept,	Slept.
Slide,	Slid,	Slidden, slid
Sling,	Slung, slang,	Slung.
Slink,	Slunk,	Slunk.
Smite,	Smote,	Smitten.
Speak,	Spoke, spake,	Spoken.
Speed,	Sped,	Sped.
Spend,	Spent,	Spent.
Spin,	Spun,	Spun.
Spit,	Spit, spat,	Spit, spitten
Split,	Split,	Split.
Spread,	Spread,	Spread.
Spring,	Sprang, sprung,	Sprung.
Stand,	Stood,	Stood.
Steal,	Stole,	Stolen.
Stick,	Stuck,	Stuck.
Sting,	Stung,	Stung.
Stride,	Strode, strid,	Stridden, strid.
Strike,	Struck,	Struck, stricken.
String,	Strung,	Strung.
Strive,	Strove,	Striven.
Swear,	Swore, sware,	Sworn.
Sweep,	Swept,	Swept.
Swim,	Swam, swum,	Swum.
Swing,	Swung,	Swung.
Take,	Took,	Taken.
Teach,	Taught,	Taught.
Tear,	Tore, tare,	Torn

Present.	*Imperfect.*	*Perfect Participle.*
Tell,	Told,	Told.
Think,	Thought,	Thought.
Throw,	Threw,	Thrown.
Thrust,	Thrust,	Thrust.
Tread,	Trod,	Trodden, trod.
Wear,	Wore,	Worn.
Weave,	Wove,	Woven, wove.
Weep,	Wept,	Wept.
Win,	Won,	Won.
Wind,	Wound,	Wound.
Write,	Wrote,	Written.

The following verbs are sometimes regular, and sometimes irregular, in the formation of their principal parts: —

Present.	*Imperfect.*	*Perfect Participle.*
Awake,	Awoke, awaked,	Awaked.
Bereave,	Bereft, bereaved,	Bereft, bereaved.
Blend,	Blended,	Blended, blent.
Build,	Built, builded,	Built, builded.
Burn,	Burned, burnt,	Burned, burnt.
Catch,	Caught, catched,	Caught, catched.
Cleave, *to adhere*,	Cleaved, clave,	Cleaved.
Clothe,	Clothed, clad,	Clothed, clad.
Crow,	Crowed, crew,	Crowed.
Dare, *to venture*,	Dared, durst,	Dared.
Deal,	Dealt, dealed,	Dealt, dealed.
Dig,	Dug, digged,	Dug, digged.
Dream,	Dreamed, dreamt,	Dreamed, dreamt.
Dwell,	Dwelt, dwelled,	Dwelt, dwelled.
Gild,	Gilded, gilt,	Gilded, gilt.
Gird,	Girded, girt,	Girded, girt.
Grave,	Graved,	Graven, graved.
Hang,	Hung, hanged,[a]	Hung, hanged.

[a] Regular when it denotes the taking of life

Present.	*Imperfect.*	*Perfect Participle.*
Heave,	Heaved, hove,	Heaved.
Hew,	Hewed,	Hewn, hewed.
Kneel,	Kneeled, knelt,	Kneeled, knelt.
Knit,	Knit, knitted,	Knit, knitted.
Light,	Lighted, lit,	Lighted, lit.
Load,	Loaded,	Loaded, laden.
Mow,	Mowed,	Mowed, mown.
Pen,	Penned,	Penned, pent.
Quit,	Quitted, quit,	Quit, quitted.
Saw,	Sawed,	Sawed, sawn.
Seethe,	Seethed,	Seethed, sodden.
Shape,	Shaped,	Shaped, shapen.
Shave,	Shaved,	Shaved, shaven.
Shear,	Sheared,	Shorn, sheared.
Shine,	Shone, shined,	Shone, shined.
Slit,	Slit, slitted,	Slit, slitted.
Sow,	Sowed,	Sown, sowed.
Spell,	Spelt, spelled,	Spelt, spelled.
Spill,	Spilt, spilled,	Spilt, spilled.
Strew,	Strewed,	Strewn, strewed.
Strow,	Strowed,	Strown, strowed.
Sweat,	Sweat, sweated,	Sweat, sweated.
Swell,	Swelled,	Swollen, swelled.
Wet,	Wet, wetted,	Wet, wetted.
Whet,	Whetted,	Whetted, whet.
Work,	Worked, wrought,	Worked, wrought.
Wring,	Wrung, wringed,	Wrung, wringed.

§ 191. DEFECTIVE verbs are those which are not used in all the modes and tenses; as, *ought*, *quoth*, *beware*.

REMARK. The anomalous verbs, *methinks methought* are idioms.

ADVERB.

§ 192. An adverb is a word which directly limits or modifies a verb, an adjective, or an adverb.[a]

"The man talked *foolishly*."[b]

"*Very* good boys study *well*."[c]

"Good boys study *very* faithfully."[d]

Remark 1. Some contracted phrases are called *adverbial* phrases; as, *at once*, *at least*, *in general*, *by and by*, *in vain*, *on high*, *in short*, &c.

Rem. 2. Adverbs are sometimes formed from nouns by prefixing *a*; as, *abed*, *ashore*, *aboard*, *afoot*, &c.

Rem. 3. Adverbs are often formed from adjectives by adding *ly*; as, wise, *wisely*; great, *greatly*; true, *truly*; &c.

Rem. 4. Some adverbs, like adjectives, may be compared; as,

Positive.	*Comparative.*	*Superlative.*
Often,	Oftener,	Oftenest.
Soon,	Sooner,	Soonest.
Wisely,	More wisely,	Most wisely.
Wisely,	Less wisely,	Least wisely

Rem. 5. Some adverbs are irregularly compared; as,

---

[a] § 9. [b] § 9, Example. [c] § 20. [d] § 21.

Positive.	*Comparative.*	*Superlative.*
Well,	Better,	Best.
Ill *or* badly,	Worse,	Worst.
Much,	More,	Most.
Little,	Less,	Least.
Far,	Farther,	Farthest.
Far,	Further,	Furthest.

REM. 6. The force of the comparative or superlative degree is sometimes increased by prefixing the article *the* to the adverb.

REM. 7. Adverbs which connect clauses are called *connective* adverbs.

"When father returned, the boys received presents."[a]

PREPOSITION.

§ 193. A preposition connects a noun or pronoun with the word which it limits.[b]

REMARK. The preposition *to* is also used to connect a verb in the infinitive mode with the word which it limits.[c]

"Men *of* sense sometimes differ widely."[d]

"John went *to* Boston."[e]

"The master found the pupil adequate *to* the task."[f]

"The just man always acts consistently *with* conscience."[g]

---

[a] § 153, Example. [b] § Table IV. [c] §§ 16 & 17
[d] § 14. [e] § 15. [f] § 22. § 23.

"A desire *to* excel leads *to* eminence."[a]
"Engines are used *to* extinguish fires."[b]
"William soon found a boy ready *to* play."
"The man was running too rapidly *to* stop"[c]

LIST OF PREPOSITIONS.[d]

about,	beside,	over,
above,	besides,	round,
across,	between,	since,
after,	betwixt,	through,
against,	beyond,	to,
amid,	by,	towards,
amidst,	concerning,	under,
among,	down,	underneath
amongst,	during,	unto,
around,	except,	up,
at,	for,	upon,
athwart,	from,	with,
before,	in,	within,
behind,	into,	without.
below,	of,	
beneath,	on,	

PREPOSITIONAL PHRASES

according to, instead of, out of.

The following words are sometimes used as prepositions: — *past* for *by*; *excepting* for *except*; *regarding*, *respecting*, *touching*, for *concerning* or *about*, *along*, *off*, *till*, *until*.

---

[a] § 16. § 17. [c] § 24. [d] § 25. [e] § Table III

CONJUNCTION.

§ 194. Conjunctions are words used to connect sentences and clauses, or words of the same class generally, in the *same* relation.[a]

"John *and* James went to Boston."[b]

"Charles reads *and* writes."[c]

"John *or* William will go to Boston."[d]

"William studied *or* played."[e]

"A prudent *and* industrious man will commonly succeed."[f]

"John remains in the city, *and* William has returned to the country."[g]

LIST OF CONJUNCTIONS.

Although; and; as; because; both; but; either; for; if; lest; neither; nor; notwithstanding; or; since; than; that; then; therefore; though; unless; wherefore; yet.

Also, so, still, *and a few other words, are sometimes used as conjunctions.*

CORRESPONDING CONJUNCTIONS.

Whether *and* either *with* or; neither *with* nor; both *with* and; although *and* though *with* yet *and* still.

Remark 1. When corresponding conjunctions are used, only one of them is a connective.

Rem. 2. The conjunction *and* expresses an addition; *for*, a cause; &c.

---

[a] § Table IV. [b] § 27. [c] § 28. [d] § 29. [e] § 30. [f] § 31. [g] § 35.

INTERJECTION.

§ 195. An interjection is a word used to express passion or emotion, and generally has no grammatical relation to other words.[a]

"Alas! the remedy came too late."[a]

LIST OF INTERJECTIONS.

Ah! aha! alas! alack! adieu! hail! halloo! hark! ha! ho! hist! hush! ha, ha, ha! pshaw! pugh! poh! fie! huzza! lo! bravo! hey! heyday! well-a-day! what! &c.

SYNTAX.

§ 196. Syntax treats of the relations of words in clauses, and of the relations of clauses in compound sentences.

Remark. The former may be called *verbal*, and the latter *clausal* syntax.

§ 197. *Construction* relates to the grammatical connection of words in a sentence.

§ 198. *Arrangement* relates to the position which words occupy in a sentence.

---

[a] § 52.

§ 199. A *sentence* is an assemblage of words which convey a complete sense.

§ 200. The *idea* expressed by a simple sentence is called a *proposition*.

REMARK. A sentence may be grammatical or ungrammatical; a proposition is either true or false. Thus, "Good boys deserve punishment," is a grammatical sentence, but a false proposition.

§ 201. The *essential* parts of a simple sentence are the *subject*, or that of which something is asserted, and the *predicate*, or that which is asserted.[a]

§ 202. *Either* part of a sentence may be compound.[b]

§ 203. *Both* parts of a sentence may be compound, constituting a compound sentence.[c]

§ 204. The simple sentences which constitute a compound sentence, are called *clauses*.[d]

REMARK. A compound sentence, that cannot be resolved into clauses, may be called a *complex* sentence; as, "John and James went to Boston and bought a horse."

§ 205. A *clause* may be independent or dependent.[e]

---

[a] § 5. [b] §§ 27—30 [c] § 35. [d] § 55. [e] § 34

§ 206. A dependent clause connected with another clause by a relative pronoun, is called a *relative* clause, and is generally equivalent to an adjective, limiting the word to which the pronoun relates.[a]

§ 207. A dependent clause connected with another clause by an adverb, is called an *adverbial* clause, and is generally equivalent to an adverb limiting the predicate of the clause with which it is connected.[b]

§ 208. A dependent clause connected with another clause by a conjunction indicating a condition or supposition, is called a *subjunctive* clause.[c]

§ 209. When a clause is the subject, or denotes the same thing, it is called a *subjective* clause.[d]

§ 210. When a clause is the object of a transitive verb, or the indirect object of a word, it is called an *objective* clause.[e]

§ 211. *Simple Sentences.*[f]

1. Boys play.[g]
2. Good boys study.[h]
3. The man talked foolishly.[i]

---

[a] §§ 47 & 48. § 53. [c] § 82. [d] § 54, and page 149
[e] § 54. [f] § 201. [g] § 5. [h] § 7. [i] § 9.

4. William, the blacksmith, has arrived.[a]
5. Honesty is the best policy.[b]
6. Edward's book has been badly used.[c]
7. Men worship God.[d]
8. Men of sense sometimes differ widely.[e]
9. John went to Boston.[f]
10. A desire to excel leads to eminence.[g]
11. Engines are used to extinguish fires.[h]
12. Very good boys study well.[i]
13. Good boys study very faithfully.[j]
14. The master found the pupil adequate to the task.[k]
15. The just man always acts consistently with conscience.[l]
16. William soon found a boy ready to play.[m]
17. The man was running too rapidly to stop.[n]
18. Industry is a substitute for genius.
19. Men become indolent through the reverses of fortune.
20. Of all things on earth, next to his God, a broken man should cling to a courageous industry.
21. Intemperance, in all its forms, is a sin.
22. A man's happiness depends primarily upon his disposition.
23. A good boy loves his parents.[o]
24. Thou, O God, hast created all things.[p]
25. William speaks well.[q]
26. To see the sun is pleasant.[r]
27. William's father has sold his horse.[s]

---

[a] § 10. [b] § 11. [c] § 12. [d] § 13. [e] § 14. [f] § 15. § 16. [h] § 17. [i] § 20. [j] § 21. [k] § 22. [l] § 23. [m] § 24. [n] § 25. [o] § 93. [p] § 94. [q] Page 155. [r] Page 156. [s] § 71.

28. Children should obey their parents.[a]

29. Children, obey your parents.[b]

30. William came to Boston to engage in some business.[c]

31. Thomas was injured by the partiality of his friends.[d]

32. John can procure a book with his money.[e]

33. The children came to play.[f]

34. James will see his father.[g]

35. Washington had served his country in the army before the Revolution.[h]

36. Alas! the remedy came too late.[i]

37. The gentleman urged his request most earnestly.[j]

38. An honest man is the noblest work of God.[k]

39. The benevolent never neglect an opportunity to do good.[l]

40. In loving the excellent we receive strength to follow them.[m]

41. The acquisition of knowledge is the most honorable occupation of youth.

DIRECTION 1. Name the essential parts in each of the above examples.

DIRECTION 2. Write fifty simple sentences, like the above, as an exercise in *composition*.

§ 212. *Sentences in which the* SUBJECT *is compound.*[n]

1. John and James went to Boston.[o]

2. John or William will go to Boston.[p]

---

[a] § 73. [b] § 83. [c] § 74. [d] § 78. [e] § 81. [f] § 84
[g] § 91. [h] § 90. [i] § 52. [j] § 105. [k] § 103. [l] § 104
[m] Page 158. [n] § 198. [o] § 27. [p] § 29.

3. Will John or William go to Boston?

4. Reason, eloquence, and every art, may prove dangerous in the hands of bad men.

5. There were no bridges nor roads, nor any houses, except Indian wigwams.

6. The king and his counsellors rashly determined to tax the colonies.

7. Peace of mind and a quiet conscience are of inestimable value.

8. The dirk, the assassin's knife, the cruel sword, and the spear, are made of iron.

9. Without wealth, there can be neither books nor implements, neither commerce nor arts, neither towns nor cities.

10. Surely, despondency is a grievous thing, and a heavy load to bear.

11. A slip, a false step, a breath of air, would have been sufficient to plunge me headlong down the fearful steep.

12. The horse and chaise are mine.[a]

13. Truth and error, virtue and vice, are things of an immutable nature.

DIRECTION 1. Tell the conjunctions that connect the parts of the compound subject in each of the above examples.

DIRECTION 2. Write forty sentences like the above, as an exercise in composition.

§ 23. *Sentences in which the* PREDICATE *is compound.*[b]

1. Charles reads and writes.[c]

---

[a] § 40. [b] § 198. [c] § 28.

2. William studied or played.[a]

3. Steam serves man, and also destroys him.

4. Fire warms our dwelling or consumes it.

5. Wealth is the scholar's patron; sustains his leisure, rewards his labor, builds the college, and gathers the library.

6. According to the popular notion, a genius learns without study, and knows without learning.

7. Each boy stood up and recited every word of the lesson.[b]

8. Thou, William, still art young, and dost not see the danger.[c]

9. The boys were highly pleased with their new books, and preserved them carefully.[d]

10. I saw the boy, and called him to me.[e]

11. The gentleman, seeing me, came and spoke of meeting you.[f]

12. Words are like arrows, and should not be shot at random.

13. Hast thou grown pale over books, and spent thy nights in studies?

14. Hast thou, toiling with adverse fate, wandered in distant countries, ploughed unknown seas, and culled healthful fruit from thorny trees?

15. Honor thy father with thy whole heart, and forget not the kindness of thy mother.

16. Man's animal organization gives him superiority, and is among the most wonderful of the works of God on earth.

---

[a] § 30. [b] § 45. [c] § 60, and page 157. [d] § 64. [e] § 72. [f] § 85

17. Fix upon some pursuit, and follow it with zeal and assiduity.

18. The teacher calmly closed the windows and doors, and then seated himself quite near the younger pupils, to await the result.

DIRECTION 1. Tell the conjunctions that connect the parts of the compound predicate in each example.

DIRECTION 2. Write thirty sentences like the above.

§ 214. *Compound Sentences, consisting of two* INDEPENDENT *clauses.*[a]

1. John remains in the city, and William has returned to the country.[b]

2. George has returned, and he is now in the house.[c]

3. I informed George of the arrival, and he was very sad.[d]

4. I saved the boy myself, but the sailors put themselves in great peril to render assistance.[e]

5. Father bought this sled, but that knife was a present from my uncle.[f]

6. All have studied the lesson, but these can recite it best.[g]

7. George bought the book, but he has since given it to his brother.[h]

8. The sagacity of Newton led him to his great discovery, and he now stands at the head of philosophers.[i]

9. George, father has got his new sleigh, and you may ride in it.[j]

---

[a] § 199. [b] § 35. [c] § 37. [d] § 38 [e] § 42. [f] § 43. [g] § 46. [h] § 61. [i] § 66. [j] § 68.

10. The boy has a strong desire to learn, and he will undoubtedly succeed.[a]

11. Charles loves his book, and he will soon go to school.[b]

12. Anna loves her book, because she can read it.[c]

13. The boy loved play, but he could not work.[d]

14. Our friends may have heard of the disaster, but they have not mentioned it.[e]

15. William gave me the book, and I now give it to you.[f]

16. The storm passed rapidly away, and the sun, bursting forth in his might, threw across the heavens a magnificent arch of peace.

17. Horses are useful animals, and they should be treated kindly.

18. Jane abused her books, but Sarah carefully preserved hers.

19. We should ever feel willing to trust God, for he is ever able to grant us deliverance from all our dangers.

20. The pastures are clothed with flocks; the valleys also are covered over with corn.

21. Hope is the leading-string of youth; memory the staff of age.

22. Avarice blights the heart, as autumnal fires ravage the prairies.

DIRECTION 1. Tell the clauses and connecting words in each of the above examples.

DIRECTION 2. Write thirty sentences like the above, as an exercise in composition.

---

[a] § 70. [b] § 80. [c] § 87. [d] § 88. [e] § 89. [f] Page 156

§ 215. *Compound Sentences, consisting of an independent and a* RELATIVE *clause.*[a]

1. Here is the boy whose sled I borrowed.[b]

2. What the man earned during the day, was squandered during the evening.[c]

3. Soldiers, the time has arrived which must test our valor in the open field.[d]

4. James found the knife which John lost, and gave it to him.[e]

5. It was Cæsar who won the battle.

6. A good conscience is to the soul what health is to the body.

7. There is a pleasure in seeing the uses to which knowledge may be applied.

8. The man who tells nothing, or who tells every thing, will equally have nothing told him.

9. I never knew an early-rising, hard-working, pru dent man, careful of his earnings, and strictly honest, who complained of bad luck.

10. He can never have a true friend, who is often changing his friendships.

11. What genius performs at one impulse, industry gains by a succession of blows.

12. Adversity is the mint in which God stamps upon us his image and superscription.

13. Riches bless that heart indeed, whose almoner is benevolence.

14. Whatsoever our hands find to do, we are commanded to do diligently.

---

[a] § 202. [b] § 47 [c] § 48. [d] § 51. [e] § 63.

15. Whoever wishes to excel, must study hard.

16. . . . . And so the storm,
That makes the high elm couch, and rends the oak,
The humble lily spares. Keen are the pains
Advancement often brings.

DIRECTION 1. Tell the independent clause, and the relative clause; also the relative that connects them, in each example.

DIRECTION 2. Write thirty sentences, each containing a relative clause, as an exercise in composition.

§ 216. *Compound Sentences, consisting of an independent and an* ADVERBIAL *clause.*[a]

1. When father returned, the boys received presents.[b]

2. A smile now joyously played where, before, sadness and discontent had held their moody reign.

3. One person, with a good profession, lost his luck in the river, where he idled away his time in fishing, when he ought to have been in his office.

4. The alarm-bells of the nation tolled the knell of departed royalty, while, every now and then, came pealing through the air the deep and distant thunders of the insurrection gun.

5. Where one or more faculties exist in the highest state of development and activity, we call their possessor a genius.

6. The spider will exhaust life itself before he will live without a web.

---

[a] § 203. [b] § 53.

7. The teacher instructed me how I should enter a room.

8. The throne of Philip trembles while Demosthenes speaks.

9. Just as the teacher had finished these words, the rain began to fall.

10. Your heavenly Father sends the storm as well as the sunshine and the gentle breeze.

11. We are hurried on from object to object, before we can call any thing ours.

12. While we cling to our friends, the unseen hand of Providence tears us away from their embrace.

13. Wherever Hope went, he diffused around him gladness and joy.

DIRECTION 1. Tell the adverbial clause and the connecting adverb in each example.

DIRECTION 2. Write twenty sentences like the above, as an exercise in composition.

§ 217. *Compound Sentences, consisting of an independent and a* SUBJUNCTIVE *clause.*[a]

1. The gentleman will be pleased if his son improves.[b]

2. If the gentleman has left town, he has probably returned to his family in the country.

3. I will ask, though he refuse.[c]

4. We shall inform the teacher, unless you amend.

5. The boy feared lest his father should hear of his misconduct.

---

[a] § 204. [b] § 82. [c] Supply *should*.

6. No bounteous grant of intellect, were it the pleasure of Heaven to make such grant, could raise any of the brute creation to an equality with the human race. — 7. Were it bestowed on the leviathan, he must remain, nevertheless, in the element necessary to his physical existence. — 8. Were the elephant made to possess it, it would but teach him the deformity of his own structure.[a]

9. If man had been so made as to desire nothing, he would want almost every thing worth possessing.

10. If wealth descends upon avarice, does it confer happiness?

11. Had either of you given himself time to look at the opposite side of the shield, all this passion and bloodshed might have been avoided.

12. If only Newton's mind could reach out to the secrets of nature, even his could only do it by the homeliest toil.

13. It is more dreadful if the *man* is wrecked with his fortune.

14. If the summer be abundant, the bee toils none the less; if it be parsimonious of flowers, the tiny laborer sweeps a wider circle, and by industry repairs the frugality of the season.

DIRECTION 1. Tell the subjunctive clause, and the conjunction that connects the clauses, in each example, supplying it when not expressed.

DIRECTION 2. Write twenty sentences like the above, as an exercise in composition.

---

[a] Supply *if*.

§ 218. *Sentences in which a clause is used as the* SUBJECT *of another clause, or denotes the same thing as the subject.*[a]

1. That wealth is often preferred to wisdom, is only another proof of human weakness.[b]

2. That he spoke the truth, was evident.

3. "Honor thy father and thy mother," is a divine command.

4. That children should obey their parents, is the command of their Maker.

5. Whether the motion will prevail, or not, is yet a matter of doubt.

6. That evil communications corrupt good manners, needs no confirmation.

7. That all our faculties may be improved by exercise, is a law of our nature.

8. That you have wronged me, doth appear in this.

9. It is often said, that time is wanted for the duties of religion.[c]

10. Whether the gospel history can be demonstrated, is not the question.

11. It is true that objections have been often made, and often answered.

12. It appeared almost certain that the crisis was over, and that the flower would not fade.

DIRECTION 1. Tell the subjective clause in each of the above examples.

DIRECTION 2. Write fifteen sentences, each containing a subjective clause, as an exercise in composition.

---

[a] § 209. [b] § 54. [c] Page 154, Rule 13, Rem. 3.

§ 219. *Compound Sentences, consisting of an independent and an* OBJECTIVE *clause.*[a]

1. The farmer declared that his watch had gained half an hour in the night.

2. The gentleman could not ascertain how his money had been recovered.[b]

3. "Thus you play upon the inexperience of youth," said Memory, reproachfully.

4. God has commanded, that children should obey their parents.

5. All men know that honesty is the best policy.

6. The criminal acknowledged that his sentence was just.

7. The pupil says he now loves to study.

8. "My dear Edward," he said, in a firm, and even cheerful voice, "this is truly kind."

9. "You will be able to send me to school all the year round now, father," said the youngest boy.

10. It would be unjust and ungrateful to conceive that the amusements of life are altogether forbidden by its beneficent Author.

11. Can I forget that I have been branded as an outlaw?

12. I did not know how hard a thing it would be to leave my children

13. She told me shame would never betide,
With truth for my creed, and God for my guide.

DIRECTION 1. Tell the independent and the objective clause in each of the above examples.

DIRECTION 2. Write fifteen sentences, each containing an objective clause, as an exercise in composition.

---

[a] § 206. [b] § 54.

§ 220.

CLAUSAL ANALYSIS.

EXAMPLES.

1. The first end, to which all wisdom or knowledge ought to be employed, is to illustrate the wisdom or goodness of the Father of Nature.

This is a compound sentence, consisting of two clauses, one *independent*, and the other *relative*.

The relative clause, "to which all wisdom or knowledge ought to be employed," is used to limit the *subject* of the independent clause, and is equivalent to an adjective.

2. On Linden, when the sun was low,
All bloodless lay the untrodden snow,
And dark as winter was the flow
Of Iser, rolling rapidly.

This compound sentence contains three clauses, — two independent, and one adverbial.

The adverbial clause, "when the sun was low," is connected with the independent clauses by "when," and limits their predicates, performing the office of an adverb of time.

The two independent clauses are connected together by the conjunction "and."

3. When the dying flame of day
Through the chancel shot its ray,
Far the glimmering tapers shed
Faint light on the cowléd head;
And the censer burning swung,
Where, before the altar, hung
That proud banner, which with prayer
Had been consecrated there.

The first member of this compound sentence contains two clauses, — one independent, the other adverbial.

The adverbial clause, consisting of the *first two lines*, is connected with the independent clause, consisting of the *next two lines*, by the adverb "when," and limits the predicate of the independent clause, performing the office of an adverb of time.

The second member, which is connected with the first by the conjunction "and," contains three clauses, — one independent, "and the censer burning swung," one adverbial, "where, before the altar, hung that proud banner," and one relative, "which with prayer had been consecrated there."

The adverbial is connected with the independent clause by the adverb "where," and modifies its predicate, having the force of an adverb of place.

The relative clause is here used to limit the subject of the adverbial clause, performing the office of an adjective.

4. There is a contented poverty, in which industry and peace rule, and a joyful hope, which looks out into another world, where riches shall neither fly nor fade.

5. If God open to your feet the way to wealth, enter it cheerfully; but remember that riches will bless or curse you, as your own heart determines.

6. Beware of false reasoning, when you are about to inflict an injury which you cannot repair.

7. None more impatiently suffer injuries than those that are most forward in doing them.

8. When I learned that this man was once the teachable child that I had loved, the beautiful infant that I had gazed upon with delight, I said, in my bitterness, "I have seen an end of all perfection;" and I laid my mouth in the dust.

9. There's nothing dark, below, above
But in its gloom I trace thy love,
And meekly wait that moment, when
Thy touch shall turn all bright again.

10. Whatever superiority the ancients may have had in point of genius, yet in all arts where the natural progress of knowledge has had room to produce any considerable effects, the moderns cannot but have some advantage.

DIRECTION 1. Analyze these sentences as in the models given above.

DIRECTION 2. Write ten sentences, each consisting of three or more clauses, as an exercise in composition.

PRACTICAL APPLICATION

OF THE

"RULES FOR ANALYSIS AND CONSTRUCTION"

TO THE USUAL MODE OF PARSING.

§ 221. RULE I. The subject of a clause or simple sentence is in the nominative case.

REMARK 1. The subject may be a noun; as, "*Virtue* ennobles;" — or a pronoun; as, "*He* learns;" — or a phrase; as, "*To see the sun* is pleasant;" — or a clause; as, "*That he spoke the truth* was evident."

Rem. 2. The subject may be compound; as, "*James and John* will come; *Sarah or Mary* must go."

Rem. 3. The subject is not commonly expressed, when the predicate is in the imperative mode.

Rem. 4. In arrangement, the subject generally precedes the predicate, except in interrogative clauses.

Exceptions. In subjunctive clauses, when the conjunction implying a condition is omitted, the predicate precedes the subject; as, "Were it true, he would know it;" also, when the clause is introduced by the expletive "there;" as, "*There* is a pleasure in the pathless woods."

EXERCISES.

1. The calm shade shall bring a kindred calm; and the sweet breeze, that makes the green leaves dance, shall waft a balm to thy sick heart.

2. When the farmer came down to breakfast, he declared that his watch had gained half an hour in the night.

3. To do what is right argues superior taste as well as morals.

4. Doing well has something more in it than the fulfilling of a duty.

5. That you have wronged me doth appear in this.

6. May the lord of the world forgive the slave whom he has honored, if Mirza presume again to lay the bounty of Abbas at his feet.

7. Whatever is, is right.

8. To be pressed down by adversity has nothing in it of disgrace; but it is disgraceful to lie down under it like a supple dog. — 9. Indeed, to stand composedly in the storm, amidst its rage and wildest devastations; to let it beat over you, and roar around you, and pass by you, and leave you undismayed; this is to be a MAN.

10. It[a] is the infirmity of little minds to be captivated by every appearance, and dazzled with every thing that sparkles.

11. Let me set up a warning over against the special dangers which lie along the road to riches.

12. Do not begin life supposing you shall be heart-rich when you are purse-rich.

13. Honor thy father with thy whole heart, and forget not the kindness of thy mother.

QUESTIONS.

How many clauses does each sentence contain? What kind? How are the clauses connected?

DIRECTION 1. Parse all the words in each sentence, to which Rule 1st is applicable. For further exercises, see Examples, § 211, &c.

DIRECTION 2. Write twenty sentences, each illustrating the above rule, or some one of the remarks, as an exercise in composition.

§ 222. RULE II. A verb must agree with its nominative in number and person; as, "I teach;" "He teaches."

REMARK 1. A compound subject, consisting

[a] Page 154, Rem. 3.

of two or more singular nouns denoting different persons or things, and connected by "and," requires the plural form of the verb; as, "Virtue and vice *have* their reward."

Rem. 2. If the nouns denote the same or similar things, the verb has, commonly, the singular form; as, "This good man and exemplary Christian *is* no more;" "A bustle, and the sound of horses' feet, was now heard."

Rem. 3. A compound subject, consisting of two or more singular nouns connected by "or" or "nor," requires the singular form of the verb, as, "The boy's father or mother deserves great praise."

Rem. 4. If one of the nouns constituting a compound subject is plural, the verb is commonly plural; as, "William and his brothers *were* present;" "Neither Sarah nor her sisters *were* there."

Rem. 5. If the nouns or pronouns constituting a compound subject are of different persons, the verb must agree with the one which immediately precedes it; as, "The gentleman or you *are* mistaken;" "You or I *am* in error."

Note. In the Second "Rule for Analysis and Construction," the fact that "the predicate is sometimes varied on account of the person and number of its subject" is stated; and in analysis, the pupil is required to tell when it is done, and in what the variation consists.

It is recommended that this method be continued until

scholars are familiar with all the variations which occur in the different modes and tenses, and in common and formal style. They will then be able to apply the above rule understandingly.

EXERCISES.

The sun never sheds more cheerful beams, and never proclaims more loudly God's glory and goodness, than when he returns, after the coldness and dampness of night, and awakens man and inferior animals to the various purposes of their being.

The dim eye has become bright and piercing. The deceased had been destitute, and the survivor was penniless.

I am fond of loitering about country churches; and this was so delightfully situated, that it frequently attracted me.

The golden sun, the planets, all the infinite host of heaven, are shining on the sad abodes of death, through the still lapse of ages.

Thou art, and wast, and shalt be.

§ 223. RULE III. Adjectives and adjective pronouns directly modify nouns, and substitutes for nouns; as, "Good men;" "All men."

REMARK 1. An adjective used with a verb in the infinitive mode to express an abstract quality, does not refer to any noun, either expressed or implied.

REM. 2. Adjectives directly limiting the predicate, refer to the subject; as, "Charles was

industrious;" "The man grew old;" "The house is painted white;" "To see the sun is pleasant;" "That he did it, is evident."

Rem. 3. Adjectives and adjective pronouns implying unity or plurality, must agree in number with nouns; as, "This man;" "These men;" "One house;" "Ten houses."

Exception. The adjective "many" may limit a singular noun, when the article "a" intervenes; as, "Many a man;" "Full many a gem."

Rem. 4. The indefinite article "a" or "an" is prefixed to nouns of the singular number only; as, "A house;" "An ounce."

Rem. 5. The definite article "the" is prefixed to nouns of either number; as, "The man;" "The men."

Rem. 6. The indefinite article is sometimes prefixed to an adjective of number; as, "A few days;" "A hundred men."

Rem. 7. The definite article is sometimes prefixed to adjectives and adverbs of the comparative and superlative degrees; as, "The more I see him, the better I like him;" "The older he grew, the more obstinate he became."

Rem. 8. Participles used in the relation of adjectives, directly modify nouns or substitutes for nouns; as, "The king, extending his hand, raised the suppliant."

Rem. 9. Adjectives, adjective pronouns, and

participles, are sometimes used as nouns; as, "The good are happy;" "That was foolish;" "Reading good books cultivates the taste."

EXERCISES.

It would be unjust and ungrateful to conceive that the amusements of life are altogether forbidden by its beneficent Author.

In every thing we call amusement, there is generally some display of taste and imagination.

The ties which bind us together are never too close to be parted, or too strong to be broken.

When a few more friends have left, a few more hopes deceived, and a few more changes mocked us, we shall be brought to the grave.

Of near two hundred and fifty authors, whose works are cited in these volumes, there are not thirty who now enjoy any thing that can be called popularity.

Full many a gem, of purest ray serene,
The dark, unfathomed caves of ocean bear;
Full many a flower is born to blush unseen,
And waste its sweetness on the desert air.

The mountain falling cometh to nought.

Thy shores are empires, changed in all save thee.

Having done this, he laid the roll of parchment on the ground, observing again, that the ground should be common to both people.

The lame, the blind, and the aged, repose in hospitals; the rich, softened by prosperity, pity the poor; the poor, disciplined into order, respect the rich.

Say, to be good, and kind, and wise,
There solid self-enjoyment lies.

§ 224. RULE IV. Adverbs directly modify verbs, adjectives, and other adverbs; as, "A very wise man may sometimes act very foolishly."

REMARK 1. Adverbs modify substitutes for adjectives and adverbs; as, "The boy threw the stone almost over the wall." Here the phrase "over the wall" modifies the verb "threw," having the force of the adverb "there," and is modified by the adverb "almost."

"Their familiar voice, even *to old age*, beguiled his leisure hours." "James is doubly in fault."

REM. 2. The *phrases* "in vain," "in general," "in fine," "by and by," "till now," &c., perform the office of adverbs, and are subject to the same rule.

REM. 3. The adverbs of affirmation and negation, "yes," "no,"—"yea," "nay,"—are used independently, performing the office of a sentence; as, "Will you go to the city?" "Yes,"—that is, "I will go to the city."

REM. 4. A connective adverb performs the office both of a conjunction and adverb; as, "I saw the gentleman, when he was in Boston." In this sentence, "when" connects the clauses, and modifies "was."

REM. 5. "There," when not an adverb of

place, is an *expletive;* as, "There was a man sent from God, whose name was John."

EXERCISES.

Leaning back in his carriage, he was carried along, hardly sensible it was day.

Almost the first words Arthur spoke, were those I have mentioned.

Arthur's mother was peculiarly dear to him, in having a character so much like his own. For though the cares and attachments of life had long ago taken the place of a fanciful existence in her, yet her natural turn of mind was strong enough to give to these something of the romance of her natural disposition.

Almost at the root
Of that tall pine, the shadow of whose bare
And slender stem, while here I sit at eve,
Oft stretches towards me like a long, straight path,
Traced faintly in the green sward; there, beneath
A plain, blue stone, a gentle dalesman lies,
From whom, in early childhood, was withdrawn
The precious gift of hearing.

Quoth the landlord, "Till now, I ne'er had a dispute;
I've let lodgings ten years; I'm a baker, to boot;
In airing your sheets, sir, my wife is no sloven,
And your bed is immediately over my oven."

§ 225. Rule V. A noun or pronoun directly limiting another, and denoting the same person or thing, is in the same case,

by apposition; as, "Homer, the poet, was blind," "He spoke of Howard, the philanthropist."

Remark 1. A word is sometimes used in apposition with a phrase, or clause, and the case can be ascertained only by supplying the ellipsis; as, "We told him that others had the same means of knowing as himself, — a fact that he seemed to doubt."

Rem. 2. The parts, taken separately, are often in apposition with the whole; as, "The men struck each other." Here "each" is in apposition with "men," denoting them separately, and "other" is the object of "struck."

Rem. 3. The parts are sometimes connected by a conjunction, and collectively are in apposition with the whole; as, "The people dispersed, some one way and some another."

EXERCISES.

Who would dream of a bee's knowing the highest branch of the mathematics — the fruit of Newton's most wonderful discovery — a result, too, of which he was himself ignorant; one of his most celebrated followers having found it out in a later age?

The queen of cities, Babylon, was fallen.

When first thy sire to send on earth
Virtue, his darling child, designed ——

Do unto others as you would that they should do unto you; — a command that is too often disobeyed.

We are commanded to love one another.

The acquisition of knowledge is the most honorable occupation of youth; — a truth that is seldom appreciated.

A few hours more, and the great mass, now before me, will be scattered, some to their merchandise, others to their workshops, — a few, it may be, to quiet retirement, — and the rest to their several pleasures.

That cannon ball is now gilded, and suspended in front of the dwelling, with the inscription, "An orange from Charles X.; the last token of his paternal love."

Men, women, and children, — a motley throng of uncounted thousands, — were on their way to pay the fallen monarch a most unwelcome visit.

On the same day, and almost at the same hour, two detachments arrived at the residence of Louis Philippe; — one from the victorious people of Paris, to conduct him in triumph to the capital; the other, a detachment from the royal guard, to drag him, with hasty violence, to imprisonment.

§ 226. Rule VI. Intransitive and passive verbs require the same case after as before them, when both words denote the same person or thing; as, "Honesty is the best policy;" "I know *him* to be an honest *man*;" "William, being an industrious boy, was successful."

REMARK. This rule refers to *construction*, not to arrangement; as, "Are they brothers?"

EXERCISES.

One great end of all knowledge is the improvement and exaltation of our own minds.

It is not the lifeless mass of matter he will then feel, that he is examining; — it is the mighty machine of Eternal Wisdom.

His mind was a thanksgiving to the Power
That made him; — it was blessedness and love.

The men called the Lords, and others called the Commons, met at the Parliament House in London.

The sorrow for the dead is the only sorrow from which we refuse to be divorced.

The love that survives the tomb is one of the noblest attributes of the soul.

War is the element, or rather the sport and triumph of death.

Homer was the greater genius; Virgil the better artist.

Devotion is a delicate and tender plant.

Well, honor is the subject of my story.

Youth is the time for improvement.

It is a dreary and chilly evening.

To impart the secret of what is called good and bad luck, is not a difficult task.

No bounteous grant of intellect, were it the pleasure of Heaven to make such grant, could raise any of the brute creation to an equality with the human race.

She thinks that authors sometimes go a little too far: but concludes with what appears, in her opinion, to be a universal case, — that much may be said on both sides.

We do not know what man was in Paradise: but what he is, and may be, and ought to be, in this generation, we know.

The drunken man becomes a log, a leer, a scoff, a living, aching misery to himself and to his friends.

Now, I maintain that the best way to save and rescue him, is to rebuke him for his own sin.

Man walks forth a lord of the earth to-day,
And to-morrow beholds him a part of its clay;
He is born in sorrow, and cradled in pain;
And from youth to age, it is labor in vain;
And all that seventy years can show,
Is that wealth is trouble, and wisdom woe.

§ 227. RULE VII. A noun or pronoun denoting the possessor or owner, directly limiting a noun, is in the possessive case; as, "William's book has been badly used."

REMARK 1. A noun or pronoun in the possessive case limits the word denoting the thing possessed.

REM. 2. Two or more nouns denoting the joint owners, require the possessive form only in that which immediately precedes the word limited; as, "Harper and Sandford's piano-fortes;" — but if the nouns denote the several owners of

different things, the possessive form must be given to each; as, "William's, John's, and Mary's books."

Rem. 3. The noun limited by the possessive may be omitted when it will not cause obscurity; as, "That house is Carter's;" "We called at Porter's;" "This book is mine."

EXERCISES.

Sweet was the sound, when oft, at evening's close,
Up yonder hill the village murmur rose.

Let that plebeian talk; 'tis not my trade.

So, then, Mr. Gil Blas, this piece is not to your taste.

Once she flung
Her arches o'er Euphrates' conquered tide.

I am glad your grace has made a right use of it.

Of man's first disobedience, and the fruit
Of that forbidden tree, whose mortal taste
Brought death into the world, and all our woe,
Sing, heavenly Muse!

He woke to hear his sentry's shriek.

Tom Forge moves to my shop, and I move to his.

Intemperance, in all its forms, is a sin.

It was so bold it feared not to play its joke
With the doctor's wig and the gentleman's cloak.

William and Henry's kite was destroyed.

William's and Henry's kites were destroyed.

After all, you know, the loss must be mine.

"It is mine, sir," said young Edmund. "Yours!" said the duke.

Who would dream of a bee's knowing the highest branch of the mathematics — the fruit of Newton's most wonderful discovery?

§ 228. RULE VIII. The direct object of a transitive verb is in the objective case; as, "Men worship God;" "James heard his father, and saw him."

REMARK 1. The direct object of a participle derived from a transitive verb, is in the objective case; as, "The exercise of singing bass has a great effect in imparting command of deep-toned expression."

REM. 2. When the participle is limited by an article, adjective, or a noun or pronoun in the possessive case, it becomes a noun, and will not admit a direct object; as, "By the using of the faculties, they acquire strength."

REM. 3. An objective clause is often used as the direct object of a transitive verb; as, "You will find that the story is without foundation."

REM. 4. An intransitive verb becomes transitive, when the object has a signification similar to that of the verb; as, "He ran a race."

REM. 5. Some verbs are either transitive or intransitive, according to the manner in which

they are used; as, "James returned to Boston;" "The girl has returned my shawl."

EXERCISES.

None more impatiently suffer injuries than those that are most forward in doing them.

Beware of false reasoning, when you are about to inflict an injury which you cannot repair.

When our vices leave us, we flatter ourselves that we leave them.

The man who tells nothing, or who tells every thing, will have nothing told him.

We should not talk to amuse ourselves, but to please those who hear us.

Let Fate do her worst, there are relics of joy,
Bright beams of the past, which she cannot destroy,
And which come in the night-time of sorrow and care,
To bring back the features which Joy used to wear.

It is easier to praise people into virtue, than to rail them out of vice.

The Wind, one morning, sprang up from sleep,
Saying, "Now for a frolic! now for a leap!"

"The calls of business, the press of occupation, will not suffer me," says one, "to give that time to the duties of piety, which otherwise I would gladly bestow." Say you this without a blush?

Such are the excuses that irreligion offers. Could you have believed that they were so empty, so unworthy, so hollow, so absurd?

I heard the bell tolled on thy burial day, —
I saw the hearse that bore thee slow away, —
And, turning from my nursery window, drew
A long, long sigh, and wept a last adieu.

He left the room to see whether every thing was safe.

Has he not manifested a total disregard for the welfare of those whom it was his duty to protect?

In running their career, how many mistake the true object of life!

§ 229. RULE IX. Prepositions require the objective case after them; as, "I spoke to William, and he replied to me."

REMARK 1. After verbs of giving, asking, teaching, &c., the preposition is frequently omitted, but must be supplied in parsing; as, "Give me the book;" that is, "Give the book *to* me." "He asked me a question;" that is, "He asked a question *of* me." "I taught him grammar;" that is, "I taught grammar *to* him."

REM. 2. Before nouns signifying time, space, direction, and some others, the preposition is commonly omitted; as, "The gentleman remained an hour;" that is, "*during* an hour."

EXERCISES.

The drunkard's course is over a long path of sin.

And does not fame speak of me, too?

To the skeptic, all the events of all the ages of the

world are but a scattered crowd of useless and indigested materials.

The light of prophecy illuminates not to him the obscurity of ancient annals.

Sweet was the sound, when oft, at evening's close.
Up yonder hill the village murmur rose.

Connected with all these sciences, and subservient to them, though not one of their number, is history, or the record of facts relating to all kinds of knowledge.

There are men who, supposing Providence to have an implacable spite against them, bemoan, in the poverty of a wretched old age, the misfortunes of their lives. Luck forever ran *against* them, and *for* others

I did send
To you for gold to pay my legions,
Which you denied me.

You all did see that, on the Lupercal,
I thrice presented him a kingly crown,
Which he did thrice refuse.

Two nights together had these gentlemen,
Marcellus and Bernardo, on their watch,
In the dead waist and middle of the night,
Been thus encountered.

One day he livelier seemed, and they forgot
The care, the dread, the anguish of their lot.

I tax not you, ye elements, with unkindness.
I never gave you kingdoms; called you children.
You owe me no subscription.

Each day, each hour, I ever hear
That voice still ringing in my ear.

Many a weary league I have sailed,
Full many a race have I run.

§ 230. Rule X. A verb indirectly limiting a word with which it is connected by the preposition "to," is in the infinitive mode.

Remark 1. The infinitive mode may limit a verb, noun, adjective, or adverb; as, "Engines are used to extinguish fires;" "A desire to excel leads to eminence;" "William soon found a boy ready to play;" "The man was running too rapidly to stop."

Rem. 2. When a verb in the infinitive mode is preceded by "bid," "dare," "hear," "feel," "make," "see," "let," or "need,"—except in the passive form,—and a few others, the preposition "to" is commonly omitted.

Rem. 3. The infinitive mode often follows "than" or "as," the word which it limits not being expressed; as, "The boy was so foolish as to be angry;" "It is better to suffer wrong than to do wrong."

Rem. 4. The word limited by a verb in the infinitive, is sometimes omitted; as, "To confess the truth, I was in fault," i. e. "*I say*."

Rem. 5. When the infinitive is used as a subject, it has no antecedent term of relation; as, "To be good is to be happy;" "To see the sun is pleasant."

EXERCISES.

The relation of sleep to night appears to have been expressly intended by our benevolent Creator.

The young of all animals appear to receive pleasure simply from the exercise of their limbs and bodily faculties, without reference to any end to be attained, or any use to be answered by the exertion.

I wish that fate had left me free
To roam these quiet haunts with thee.

The orator spoke too eloquently to fail in his object.

Here let me pause and breathe awhile, and wipe
These servile drops from off my burning brow.

To impart the secret of what is called good and bad luck, is not a difficult task.

Let Fate do her worst, there are relics of joy,
Bright beams of the past, which she cannot destroy,
And which come in the night-time of sorrow and care,
To bring back the features which Joy used to wear.

A man's first care should be to avoid the reproaches of his own heart; his next, to escape the censures of the world.

Why hath man the will and power to make his fellow mourn?

I hear thee speak of the better land.
Thy spirit, Independence, let me share.

All nature seems to listen and repose:
No zephyr dares disturb the tranquil air.

Have I not in my time heard lions roar?
Have I not heard the sea, puffed up with winds,
Rage like an angry bear?

What can be more important and interesting than to inquire into the existence, attributes, providence, and moral government of God?

A wise man will desire no more than to obtain justly, use soberly, and distribute cheerfully.

The goddess heard, and bade the Muses raise
The golden trumpet of eternal praise.

Let us (since life can little more supply
Than just to look about us and to die)
Expatiate free o'er all this scene of man.

How dar'st thou look on that prophetic sky,
And seek to save what all things else condemn!

Brutus would rather be a villager,
Than to repute himself a son of Rome,
Under such hard conditions as this time
Is like to lay upon us.

Hast thou a charm to stay the morning star
In his steep course?

§ 231. Rule XI. A noun or pronoun having no grammatical relation to the sentence, is used independently in the nominative case.

Remark 1. A noun or pronoun may be independent, either *by direct address;* as, "Charles, come to me;" — or *by exclamation;* as, "Poor Indians! where are they now?" — or *by redundancy;* as, "The pilgrim fathers, where are

they?" — or *with a participle;* as, "John being sick, a physician was called."

Rem. 2. The first person is sometimes used independently in the objective case; as, "*Me* miserable!" "Ah *me!*"

EXERCISES.

O, days of ancient grandeur, are ye gone? forever gone?

But O, thou mighty Mind, whose powerful word
Said, "Thus let all things be!" and thus they were,
Where shall I seek thy presence?

You wrong me every way, you wrong me, Brutus!

Whence and what art thou, execrable shape?

He woke to hear his sentry's shriek —
"To arms! they come! the Greek — the Greek!"

These emmets, how little they are in our eyes!

Blest tears of soul-felt penitence!
In whose benign, redeeming flow,
Is felt the first, the only sense
Of guiltless joy that guilt can know.

Peace of mind being secured, we may smile at misfortunes.

Come, bright Improvement, on the car of Time,
And rule the spacious world from clime to clime

The sun! the sun!
He riseth, but his better light is gone.

That then — O, disgrace upon manhood! — e'en then,
You should falter — should cling to your pitiful breath!

Brutus — and Cæsar — what should be in that Cæsar?
Why should that name be sounded more than yours?

Ye dreadless flowers, that fringe the eternal frost!
Ye wild goats, bounding by the eagle's nest!
Ye eagles, playmates of the mountain blast!
Ye lightnings, the dread arrows of the clouds!
Ye signs and wonders of the elements!
Utter forth God! and fill the hills with praise!

Maternity! ecstatic sound! so twined round our hearts, that they must cease to throb ere we forget it! 'tis our first love! 'tis part of our religion!

Now Harry he had long suspected
This trespass of old Goody Blake.

Beneath the sun, beneath the moon,
His teeth they chatter, chatter still.

Ah me! how dreadful is this gloom!

§ 232. Rule XII. The interjection has no grammatical relation to the sentence; as, "*Alas!* I fear for life;" "*O!* how wretched is the man that hangs on princes' favors!"

EXERCISES.

Lo, how impatiently, upon the tide,
The proud ship tosses, eager to be free!
The wise may suffer wreck,
The foolish must. O, then, be early wise!

O, my honor, my honor, to what infamy art thou fallen!

O, deep-enchanting prelude to repose—
The dawn of bliss, the twilight of our woes!
Alas! what need you be so boisterous rough!
Humph! I guess at it.

Ha! laugh'st thou, Lochiel, my vision to scorn?....
Lo! the death-shot of foemen outspeeding, he rode
Companionless, bearing destruction abroad;
But down let him stoop from his havoc on high!
Ah! home let him speed — for the spoiler is nigh.

§ 233. RULE XIII. Pronouns must agree in person, number, and gender, with the nouns which they represent; as, "The men *who* were present heard the conversation;" "John saw *his* father;" "Anna loved *her* mother."

REMARK 1. A noun used figuratively requires the pronoun to agree with it in gender, in the figurative sense; as, "Give to Repose the solemn hour she claims."

REM. 2. The personal pronoun "it" is sometimes used to represent a phrase or clause; as, "It is pleasant to see the sun;" "It was evident that he told the truth."

REM. 3. "It" is sometimes used without reference to the number or gender of the noun which it represents; as, "I took the child, and

it cried," "It is our passions which we ought most to fear."

REM. 4. Two or more singular nouns, denoting different persons or things, and connected by "and," require a plural pronoun; as, "Virtue and vice have *their* reward."

REM. 5. If the nouns denote the same person or thing, they are represented by a singular pronoun; as, "This eminent statesman and patriot has gone to his final resting-place."

REM. 6. When either of the nouns connected by a conjunction is plural, the pronoun representing them must be plural; as, "Neither James nor his classmates could recite their lesson."

REM. 7. When either of the words connected is of the first person, the pronoun representing them must be of the first person; as, "Charles and I have found our hats;"—but when words of the second and third person are connected, they are represented by a pronoun of the second person; as, "You and William have forgotten your books."

EXERCISES.

The deep consciousness of the benevolence of the Supreme Being renders the beautiful in his works ever emblematic of himself.

Earth sends up her perpetual hymn of praise to the Creator.

The definition of a sin is, an offence committed by

a man against his own nature, against his fellow-men, or against God.

Women are, perhaps, less addicted than men to annoy others with their pet subjects.

And looking
Like a stray babe of paradise,
Just lighted on that flowery plain,
And seeking for its home again.

The bee can be decoyed from its labor neither by plenty nor scarcity.

Man's grand distinction is his intellect, his mental capacity.

There are men who, supposing Providence to have an implacable spite against them, bemoan, in the poverty of a wretched old age, the misfortunes of their lives.

A smile now joyously played where, before, sadness and discontent had held their moody reign.

They who are given to tell all they know, generally tell more than they know.

Speak gently to the little child;
Its love be sure to gain;
Teach it in accents soft and mild;—
It may not long remain.

Speak gently to the erring; know
They must have toiled in vain;
Perchance unkindness made them so;
O, win them back again!

We should not talk to amuse ourselves, but to please those who hear us.

His father now thought it necessary to indulge him in a little walk, and off they set.

Memory again reproached her companion; but he only asked her if she recollected the little girl they had met a long time ago, who was so miserable because she was so young.

"Behold!" said Memory, "the consequence of thy deceptions;" and she looked reproachfully at her companion.

§ 234. Rule XIV. Prepositions connect words, and show the relation between them; as, "John went *to* Boston."

Remark. In this rule, let it be understood that it is the grammatical, and not the logical relation, which is meant. One of the words connected by a preposition always sustains the relation of a limiting word to the other.

EXERCISES.

The Romans built three walls across the island, in order to prevent irruptions of the inhabitants from the north. The first was built of turf, by the emperor Adrian, extending from Solway Frith to the mouth of the Tyne; the second, by Antoninus, of earth and stone, reaching from the Forth to the Clyde; and the third by Severus, of stone, running nearly parallel with that of Adrian.

There is a pleasure in the pathless woods,
There is a rapture on the lonely shore,
There is society where none intrudes,
By the deep sea, and music in its roar.

Sweet is the breath of Morn; her rising sweet,
With charm of earliest birds; pleasant the Sun
When first on this delighted land he spreads
His orient beams, on herb, tree, fruit, and flower.

§ 235. Rule XV. Conjunctions connect words, phrases, and clauses.

Remark 1. Conjunctions connect nouns and pronouns in the same case; as, "*He* and *she* will be here;" "I shall see *him* and *her*."

Rem. 2. Conjunctions connect verbs of the same mode and tense; as, "He *came* and *told* me."

Rem. 3. Conjunctions sometimes connect verbs of different modes and tenses; as, "He *saw* and *must have known* it."

Rem. 4. Conjunctions connect words of the same or of a similar class in the same relations; as, "A *great* and *good* man;" "They labored *steadily* and *faithfully*."

Note. An apparent exception to the above remark sometimes occurs; as, "The boy was not *here, but at school*." In this sentence, "but" connects the adverb "here" with the phrase "at school," which is equivalent to the adverb "there."

EXERCISES.

There all are equal; side by side,
The poor man and the son of pride
Lie calm and still.

I have seen a beautiful female treading the first stages of youth, and entering joyfully into the pleasures of life. I returned — but she was not in the dance; I sought her in the gay circle of her companions, but I found her not.

There is no beauty, or grace, or loveliness, that continueth in man; for this is the end of all his glory and perfection.

Honor thy father with thy whole heart, and forget not the kindness of thy mother.

Thou art, and wert, and shalt be! Glorious! Great! Light-giving, life-sustaining Potentate!

Words are like arrows, and should not be shot at random.

Truth and error, virtue and vice, are things of an immutable nature.

The temperate man's pleasures are durable, because they are regular; and all his life is calm and serene, because it is innocent.

Judge not, that ye be not judged.

§ 236. RULE XVI. A connective adverb connects an adverbial clause with the word limited by that clause; as, "I *saw* him *when he was here*."

EXERCISES.

He feared when there was no danger, and when there was no sorrow he wept.

He thought himself strong and healthful while his foot tottered on the verge of the grave.

Such is the constitution of men, that virtue, however it may be neglected for a time, will ultimately be acknowledged and respected.

When the proud steed shall know why man restrains
His fiery course, or drives him o'er the plains;
When the dull ox, why now he breaks the clod,
Is now a victim, and now Egypt's god;
Then shall man's pride and dulness comprehend
His actions', passions', being's use and end.

'Tis common good restored, when lovely peace
Is joined with righteousness in strict embrace

O Edwin! while thy heart is yet sincere,
The assaults of discontent and doubt repel.

Who, that bears
A human bosom, hath not often felt
How dear are all those ties which bind our race
In gentleness together, and how sweet
Their force?

§ 237. Rule XVII. A relative pronoun connects a relative clause with the word limited by the clause; as, "William, *who was present*, acquiesced."

EXERCISES.

The shepherd, who had given the alarm, had lain down again on the summit of the precipice.

Death is the season which brings our affections to the test.

On wit and learning the just prize bestow;
For fame is all we must expect below.

Our proper bliss depends on what we blame.

In spite of pride, in erring reason's spite,
One truth is clear, — Whatever is, is right.

Every one that heareth these sayings of mine, and doeth them not, shall be likened unto a foolish man, who built his house on the sand.

Why beholdest thou the mote that is in thy brother's eye, but considerest not the beam that is in thine own eye?

Give to him that asketh thee, and from him that would borrow of thee turn not thou away.

Whosoever, therefore, shall break one of these least commandments, and shall teach men so, he shall be called the least in the kingdom of heaven.

Though dark and despairing my sight I may seal,
Yet man cannot cover what God would reveal.

Thrice is he armed that hath his quarrel just;
And he but naked, though locked up in steel,
Whose conscience with injustice is corrupted.

PUNCTUATION.

§ 238. Punctuation treats of the method of dividing written languages into sentences and parts of sentences, that the construction and sense may be more readily apprehended by the reader.

CHARACTERS USED IN PUNCTUATION

Period,	.	Comma,	,
Interrogation,	?	Dash,	—
Exclamation,	!	Parentheses,	( )
Colon,	:	Quotation,	" "
Semicolon,	;	Apostrophe,	'

§ 239. A PERIOD should be placed at the end of a complete sentence; as, "Life is short."

EXCEPTION 1. An *Interrogation Point* should be placed at the end of an interrogative sentence; as, "Where did you see him?"

EXC. 2. An *Exclamation Point* should be placed at the end of an exclamatory sentence; as, "Hurry, hurry to the field!" also after words or phrases used to express passion or emotion

REMARK. A period should be used after initials and abbreviations; as, "D. Webster;" "U. S. A.;" "R. I.;" "Mass.;" "Gov."

EXERCISES.

1. Dependence and obedience belong to youth
2. Industry is the law of our being
3. What is the end of all government
4. The end of all government, is the happiness of the governed
5. What are we to think of a government, whose good fortune is supposed to spring from the calamities of its subjects; whose aggrandizement grows out of the miseries of mankind
6. In the midst of perplexities, never be discouraged
7. Can you be misled by such arguments
8. Rejoice you men of Angiers ring your bells
9. What sighs have been wafted after that ship
10. How beautiful is the sunset hour

NOTE. Let the pupil place the appropriate character at the end of each of the above sentences. Write ten sentences, placing at the end of each the character required.

§ 240. The COMMA indicates the smallest division in written language.

It is used, chiefly,

1. To prevent obscurity in inverted and parenthetical sentences; —

2. To prevent obscurity in elliptical sentences; —

3. To separate dependent clauses from those on which they depend; —

4. To separate from a clause the words that are not connected with it in construction; —

5. To indicate the dependence of words and clauses.

§ 211. *Examples of Inversion.*

1. The man of faith discovers some gracious purpose in every combination of circumstances.

2. The man of faith, in every combination of circumstances, discovers some gracious purpose.

3. The man of faith discovers, in every combination of circumstances, some gracious purpose.

4. In every combination of circumstances, the man of faith discovers some gracious purpose.

Example 1, being arranged in its natural order, requires no comma.

In Ex. 2, the inverted portion is enclosed by commas, the first indicating that "faith" is not limited by "combination," and the second marking the termination of the inverted part.

In Ex. 3, since "discovers" is limited by "combination," a comma is required only to mark the termination of the inverted part, and in Ex. 4, the comma is used for the same purpose.

EXERCISES.

Let the pupil invert and punctuate the following: –

1. Science is conquering the great obstacles of nature by its application to the arts of life.

2. We gain no confidence by turning to our contemporaries.

3. New races of animals rise into existence with each succeeding month.

4. This destruction raged from the gates of Madras to the gates of Tanjore for eighteen months without intermission.

5. I found the following fragment in looking over the papers of an acquaintance.

§ 242. *Examples of the use of the Comma in elliptical sentences.*

1. We should seek truth steadily patiently, perseveringly.

2. Thomas is a plain, honest man.

3. Truth is fair and artless, simple and sincere, uniform and consistent.

4. Human society requires distinctions of property, diversity of conditions, subordination of ranks.

5. There is no precept like a great principle, wrought into the mind, the heart, the life.

6. The man of virtue and honor will be trusted, relied upon, esteemed.

7. Reading maketh a full man; conversation, a ready man; and writing an exact man.

In the first four of the above sentences, the comma is used to denote the omission of the conjunction "and." In the fifth, the comma after "principle" denotes the omission of "which is;" the other commas, in that and the sixth, the omission of the conjunction. In the seventh, the commas denote the omission of the verb.

EXERCISES.

Punctuate the following: —

1. Men change by change of place of fortune of acquaintance.

2. Industry is the demand of nature of reason and of God.

3. Complaisance renders a superior amiable; an equal agreeable; and an inferior acceptable.

4. Hatred malice and anger are passions unbecoming to a disciple of Christ.

5. It was not John but James who was in the wrong.

6. One can never be tired with admiring the beauty of the capital, the length of the shaft or the extraordinary simplicity of the pedestal.

7. Rise with the lark and with the lark to bed.

8. We will wait a little and see what effect your preaching has had upon them.

9. Yet pure its waters its shallows are bright
With colored pebbles and sparkles of light
And clear the depths where the eddies play
And dimples deepen and whirl away.

§ 243. *Examples of the use of the Comma in separating dependent clauses from those on which they depend.*

1. It is evident, that he spoke the truth.
2. That he spoke the truth, is evident.
3. I knew very well, that he could do it.
4. That he could do it, I knew very well.
5. I shall not contradict you, if you praise them for their excellence.
6. If you praise them for their excellence, I shall not contradict you.
7. The man of long experience, who seldom errs in judgment, is a suitable person to be consulted.
8. The pious man is a happy man, even when he is persecuted.
9. The pious man, even when he is persecuted, is a happy man.
10. Even when he is persecuted, the pious man is a happy man.
11. The pious man, even when persecuted, is a happy man.

In the above examples, the pupil will observe that the dependent clauses, however situated, are separated from the independent clauses by commas.

EXERCISES.

Invert and punctuate the following sentences: —

1. A straw will furnish the occasion when people are determined to quarrel.

2. But whatever may be our fate be assured that this declaration will stand.

3. Give me one look before my life be gone.

4. Conscience remonstrates while we are doing wrong.

5. Conscience reproaches us after we have done wrong.

6. Wherever Hope went he diffused around him gladness and joy.

7. In the present exercise emphasis is the subject to which the pupil's attention is called.

8. While hope remains there can be no full and positive misery.

§ 244. *Examples of the use of the Comma in separating from a clause, the words which are not connected with it in construction.*

EXAMPLES.

1. Do good, my son, first of all, to them who most deserve it.

2. A healthful old man, the first slumbers of night held him in their soft embrace.

3. The ship having arrived, the people dispersed.

4. Again, we must remember that we are all mortal.

5. Above all, swear not.

6. Lastly, let me repeat what I said before.

7. Besides, this conduct may heal the difference; nay, it may prevent any misunderstanding in future

EXERCISES.

1. Now Harry he had long suspected this trespass of old Goody Blake.

2. Bear with me good boy I am much forgetful.

3. Whence are thy beams O sun thy everlasting light?

4. Arm arm my lords the foe is in the field.

5. Descend ye Nine descend and sing.

6. In the first place a sure way to please in company is to seem pleased with the company you are in.

7. Secondly we should not talk to amuse ourselves but to please those who hear us.

RULES FOR THE USE OF THE COMMA.

1. A simple sentence requires no comma, when the arrangement and grammatical construction coincide.[a]

2. When the arrangement and grammatical construction do not coincide, the inversion is marked by a comma.[b]

3. An ellipsis of the conjunction between words and phrases having a common dependence, is marked by a comma.[c]

4. An ellipsis of the predicate in clauses

---

[a] § 239, Ex. 1. [b] § 241, Ex. 2, 3, 4. [c] § 242, Ex. 1, 2, 3, 4, 5, 6.

separated by a semicolon, is marked by a comma.[a]

5. Dependent clauses are separated from the clauses on which they depend, by a comma.[b]

EXCEPTION. A relative clause is not preceded by a comma, when used in a restrictive sense, unless words intervene between the relative and the word it represents.

EXAMPLE. The man who lives a righteous and pious life, preaches sublimely.

Here, as the assertion is not made of man in general, but is restricted to the class specified in the relative clause, the comma is omitted. When, however, words intervene between the relative and the word which it represents, the comma is used; as,

"The man preaches sublimely, who lives a righteous and pious life."

6. Words not connected in construction with a clause, are separated from it by a comma.

7. When a conjunction is used to connect a word with two or more words in the same construction, it is preceded by a comma; as,

---

[a] § 242, Ex. 7. [b] § 243, Ex. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11.

"Happy is the man who honors, obeys, loves, and serves his Creator."

8. Where several words intervene between the subject and predicate, the verb is preceded by a comma; as, "Men of virtue, integrity, and intelligence, may be confided in;" "To live soberly, righteously, and piously, is the whole duty of man;" "The young, the healthy, and the prosperous, should not presume on their advantages."

9. Contrasted words and phrases are separated by a comma; as, "He was a great poet, but a bad man."

10. Nouns denoting the same thing are separated by a comma, when the word used in explanation, is limited by other words; as, "Paul, the apostle to the Gentiles, was eminent for his zeal."

§ 245. The SEMICOLON separates the parts of a sentence, less closely connected than those that require a comma.

It is used chiefly to separate the independent clauses of a compound sentence; also phrases and clauses which have a common dependence.

§ 246. *Examples of the use of the Semicolon in separating the independent clauses of a compound sentence.*

1. The light disappeared; yet still he gazed upon that distant point, which seemed to touch the sky; and, as he pondered, his thoughts shaped themselves into words.

2. Make a proper use of your time; for the loss of it never can be repaired.

NOTE. Here the first sentence consists of three independent and two dependent clauses. It will be observed, that the independent clauses only are separated by a semicolon. The second sentence consists of two independent clauses, separated by a semicolon.

EXAMPLES TO BE PUNCTUATED.

1. Speak gently to the erring know
   They must have toiled in vain
   Perchance unkindness made them so
   O, win them back again!

2. Music is certainly a very agreeable entertainment but it must not take the entire possession of our hearts.

3. Reading makes a full man conversation makes a ready man and writing makes an exact man.

4. Every gift of Heaven is sometimes abused but good sense and fine talents, by a natural law, gravitate towards virtue.

§ 247. *Examples of the use of the Semicolon in separating clauses, or complicated phrases, which have a common dependence.*

1. To feel no joy in such pursuits; to listen carelessly to the voice which brings such magnificent instruction; to see the veil raised which conceals the counsels of the Deity, and to show no emotion at the discovery, are symptoms of a weak and torpid spirit.

2. He who, in the study of science, has discovered a new means of alleviating pain, or of remedying disease; who has described a wiser method of preventing poverty, or of shielding misfortune; who has suggested additional means of increasing or improving the beneficent productions of nature, — has left a memorial of himself, which can never be forgotten; which will communicate happiness to ages yet unborn; and which renders him a fellow-worker with God himself, in the improvement of his creation.

EXAMPLES FOR PUNCTUATION.

1. The world is still renewed with fresh life and beauty with a constant succession of trees and plants with a new race of animals with a new generation of men.

2. If the taste is refined if the affections are pure if conscience is honest if charity listens to the needy, and generosity relieves them, — then is the rich man happy.

3. Indeed, to stand composedly in the storm, amidst its rage and wildest devastations to let it beat over you,

and roar around you, and pass by you, and leave you undismayed this is to be a man.

4. If, then, the beauties of the year are so fading, and its bounties so soon perish if the loveliest scenes of nature lose their power to charm, and a few revolving years break the spell that binds us to those whom we love best if the very figure of the earth is changed by its own convulsions if the forms of human government, and the monuments of human power and skill, cannot endure if nothing on "the earth beneath, or the waters under the earth," preserves its form unchanged, what is there that remains forever the same?

RULES FOR THE SEMICOLON.

1. The independent clauses of a compound sentence are separated by a semicolon.[a]

2. Clauses and phrases, some of which are divisible by the comma, having a common dependence, are separated by a semicolon.[b]

3. *As* or *namely*, when it introduces an example, is preceded by a semicolon; as, "The direct object of a transitive verb is in the objective case; as, 'Men worship God.'"

---

[a] § 243. [b] § 244.

§ 248. The COLON is sometimes used to separate the parts of a sentence which are themselves subdivided by the semicolon; as, "The discourse consisted of two parts: in the first was shown the necessity of exercise; in the second, the advantage that would result from it."

REMARK. The colon is now but little used; its place being chiefly supplied by the semicolon and dash; and examples like that above may, without any impropriety, be punctuated thus; "The discourse consisted of two parts; — in the first was shown the necessity of exercise; in the second, the advantage that would result from it."

§ 249. The DASH is used,

1. To denote that a sentence is incomplete; as, "Once upon a time, some men, dressed all alike ——"

2. To denote that the sense is suspended; as,

"O, 'twas a sight — that heaven — that child —
A scene — that might have well beguiled
Even haughty Eblis of a sigh,
For glories lost, and peace gone by."

3. To denote an abrupt turn in the form of the sentence, or in the sentiment expressed by it; as, "Was there ever —— But I scorn to boast."

"He modest merit sought to find,
And pay it its desert;
He had no malice in his mind —
No ruffles on his shirt."

4. It is used after the comma and semicolon, to denote that the parts are less closely connected than is indicated by those points.

5. It is used sometimes to enclose a parenthetical phrase or clause; as,

"An oyster, cast upon the shore,
Was heard — thing never heard before —
Complaining, in a speech well worded,
And worthy thus to be recorded."

§ 250. Marks of Parenthesis. — Marks of parenthesis denote that the words enclosed may be omitted without injuring the construction of the sentence, or detracting materially from the sense; as,

"Know then this truth, (enough for man to know,)
Virtue alone is happiness below."

REMARK. Marks of parenthesis are less frequently used than formerly; their place being supplied by the comma, or dash.

§ 251. QUOTATION MARKS. — Quotation marks are used to denote that the passage enclosed is taken in the *words* of the author; as, The poet says,

"The proper study of mankind is man."

§ 252. The APOSTROPHE is used to denote the omission of a letter or letters, and as the sign of the possessive case of nouns; as, "I'm sure you'll ne'er forget;" "A friend should bear a friend's infirmities."

USE OF CAPITALS.

§ 253. 1. The first word of a sentence should begin with a capital; as, "The boy studies."

2. Proper nouns and words derived from them, should begin with capitals; as, "Spain, Spanish, Spaniard."

3. All names applied to the Deity should begin with capitals; as, "The Almighty, God; Supreme Being."

4. The names of the months, and of the days of the week, should begin with capitals; as, "January, February; Tuesday, Friday."

5. The names of public bodies should begin with capitals; as, "The Legislature; Boston Temperance Society."

6. The words "I" and "O" are written with capitals.

7. The names of religious denominations and political parties should begin with capitals; as, "Baptists, Methodists; Whigs, Democrats."

8. All titles should begin with capitals; as, "Mr., Col., Esq., Rev., Dr."

9. A direct quotation should begin with a capital; as, "They said, 'Never man spake like this man.'"

10. The principal words in the titles or divisions of a book or discourse should begin with capitals; as, "Gradual Lessons in Grammar;" "Rules for Analysis and Construction."

NOTE. Write examples illustrating each of the above rules

INDEX

TO

GRADUAL LESSONS.

Page.

NOUNS,.....9
Direct Modifications,.....12, 14, 17
Indirect Modifications, ...19, 22
Person of Nouns,.....78, 80, 82
Number, ...84, 86
Gender, ...88, 90, 92
Case, ...94, 96, 99
A Phrase or Clause used as a Noun, ...72
Nouns used Independently, ...68

VERBS,.....10
Direct Modifications,.....13, 16, 18
Indirect Modifications, ...21, 23
Transitive Verb, ...101
Passive Form,.....107
Progressive Form,.....141
Intransitive Verb,.....102
Regular and Irregular Verbs,.....132, 133
Mode, ...108, 110, 112, 114, 116
Participle, ...117
Tense, ...119, 121, 122, 124, 125, 127
Formal Style,.....130
Person and Number,.....128
Conjugation of Verbs,.....133—140

ADJECTIVES,.....12
Direct Modifications, ...26
Indirect Modifications,.....28, 31
Comparison of Adjectives,.....141, 142, 143
Adjectives used as Nouns,.....145

ARTICLES,.....12, 143, 144

ADVERBS,.....13
Direct Modification, ...27
Indirect Modification, ...29, 32
Comparison of Adverbs, ...147
Connective Adverbs,.....70, 76

PREPOSITIONS,.....19, 41, 46, 76

CONJUNCTIONS, ...34, 41, 46, 76

INTERJECTIONS,.....69

Page.
PRONOUNS,.....47
Personal Pronouns,.....49, 50, 52, 53, 94, 95, 97, 99
Compound Personal Pronouns,.....55, 94, 95, 97, 99
Demonstrative Adjective Pronouns,.....57, 77
Indefinite Adjective Pronouns,.....59, 77
Distributive Adjective Pronouns,.....60, 77
Demonstrative, Indefinite, and Distributive Pronouns used as Nouns,.....62
Relative Pronouns,.....63, 77, 76
Interrogative Pronouns,.....66, 77
Compound Relative Pronouns,.....65, 77, 76
SUBJECT AND PREDICATE OF A SENTENCE,.....11
Modified Subject and Predicate,.....12, 14
Compound Subject,.....34, 37
Compound Predicate,.....36, 38
Compound Sentence,.....44
RULES FOR ANALYSIS AND CONSTRUCTION,.149—155
Examples in Analysis,.....155—159

INDEX

TO THE

SEQUEL TO GRADUAL LESSONS

NOUNS, Common, Proper, Abstract, Collective,.....164
Person,.....164
Number,.....165—169
Gender,.....170—173
Case,.....173—175
Declension of Nouns,.....175
ADJECTIVES,.....175
Proper, Cardinal, and Ordinal Adjectives,.....176
Comparison of Adjectives,.....176—179
ARTICLES,.....179
PRONOUNS,.....180
Personal Pronouns,.....180
Declension of Personal Pronouns,.....181, 182
Compound Personal Pronouns,.....182
Declension of Compound Personal Pronouns,.....183

Page.
ADJECTIVE PRONOUNS,....183
DEMONSTRATIVE ADJECTIVE PRONOUNS,....183
INDEFINITE ADJECTIVE PRONOUNS,....184
DISTRIBUTIVE ADJECTIVE PRONOUNS,....184
RELATIVE PRONOUNS,....184, 185
COMPOUND RELATIVE PRONOUNS,....185
INTERROGATIVE PRONOUNS,....186
VERBS,....186
Transitive and Intransitive,....187
PASSIVE FORM,....187
REGULAR AND IRREGULAR,....187, 188
Defective,....189
Mode,....189
Participle,....191
Tense,....191
CONJUGATION,....192
Conjugation of the Verb "Teach,"....193—196
Formation of the Tenses,....196, 197
Conjugation of the Verb "Am" or "Be,"....198—201
PROGRESSIVE FORM,....201
Conjugation of the Verb "Teach," Progressive Form, 202—205
Conjugation of the Verb "Teach," Passive Form,....206—209
Irregular Verbs — Principal Parts,....210—215
ADVERBS,....216, 217
PREPOSITIONS,....217, 218
CONJUNCTIONS,....219
Corresponding Conjunctions,....219
INTERJECTIONS,....220
SYNTAX,....220
Construction and Arrangement,....220
SENTENCE — Preposition,....221
CLAUSES,....221
——— Independent,....221
——— Relative,....222
——— Adverbial,....222
——— Subjunctive,....222
——— Subjective,....222
——— Objective,....222
Simple Sentences,....222—224
Sentences in which the SUBJECT is COMPOUND,....224, 225
——— PREDICATE is COMPOUND,....225—227
Compound Sentences, consisting of two Independent Clauses,....227, 228
——— an Independent and a Relative Clause,....229, 230
——— an Independent and an Adverbial Clause,....230, 231
——— an Independent and a Subjunctive Clause,....231, 232
——— in which a Clause is the Subject,....233
——— a Clause is the Object,....234

Page.
CLAUSAL ANALYSIS, ... 235—237
CASE of the Subject, ... 237
——— a Noun directly limiting another, &c., ... 245
——— a Noun after Intransitive and Passive Verbs, ... 247
——— a Noun denoting Possession, &c., ... 249
——— the direct Object of a Transitive Verb, ... 251
——— Nouns after Prepositions, ... 253
——— Nouns used independently, ... 257
AGREEMENT OF THE VERB, ... 239
Verb in the Infinitive, ... 255
Modifications of Adjectives and Adjective Pronouns, ... 241
——————— Articles, ... 242
——————— Adverbs, ... 244
Connective Adverbs, ... 265
INTERJECTIONS, ... 220
AGREEMENT of Pronouns, ... 260
RELATIVE PRONOUNS, ... 266
PREPOSITIONS, ... 263
CONJUNCTIONS, ... 264
PUNCTUATION, ... 268
PERIOD, ... 268
INTERROGATION POINT, ... 268
EXCLAMATION POINT, ... 268
COMMA, — its Uses, ... 269
Use of the Comma in Inverted Sentences, ... 270
——————— in Elliptical Sentences, ... 271
——————— in separating Clauses, ... 273
——————— in separating Words from a Clause, ... 274
RULES FOR THE USE OF THE COMMA, ... 275
SEMICOLON, ... 277
Use of the Semicolon in separating Independent Clauses, .. 278
——————— Clauses or Phrases having a Common Dependence, ... 279
RULES FOR THE SEMICOLON, ... 280
COLON, ... 281
DASH, ... 281
PARENTHESIS, ... 282
QUOTATION MARKS, ... 283
APOSTROPHE, ... 283
USE OF CAPITALS, ... 284